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This report, submitted to accompany the Vocational Education Amendments (VT 007 323) presents the reasons behind the House Committee Support, and discusses briefly the changes, which include: (1) purpose and background, (2) authorization of appropriations, (3) required use of state allotments set aside for the disadvantaged, (4) new and expanded uses of funds, (5) research authority, (6) state advisory council, (7) long-range and annual program plans, (8) vocational work study, (9) residential and vocational schools, (10) new programs, (11) exemplary projects and programs, (12) cooperative education, (13) curriculum development, (14) vocational education leadership and professional development, (15) exchange programs, institutes, and inservice education, (16) job corps and manpower studies, (17) special manpower projections, (18) amendments to the Adult Education Act of 1966. Also included in this document are supplemental views on behalf of minority members, a section by section analysis and changes in the existing law that are made by the bill. (MM)

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90th Congress, 2d Session - - - - - - House Report No. 1647

VOCATIONAL EDUCATION AMENDMENTS OF 1968

REPORTED WITHOUT AMENDMENTS

COMMITTEE ON EDUCATION AND LABOR

3 HOUSE OF REPRESENTATIVES ninetieth Congress, Second Session.

TOGETHER WITH

SUPPLEMENTAL VIEWS

TO ACCOMPANY

H.R. 18366

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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JULY 8, 1968.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

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90TH CONGRESS
2d Session
HOUSE OF REPRESENTATIVES
REPORT
No. 1647

VOCATIONAL EDUCATION AMENDMENTS OF 1968

JULY 8, 1968.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

Mr. PERKINS, from the Committee on Education and Labor, submitted the following

REPORT

[To accompany H.R. 18366]

The Committee on Education and Labor, to whom was referred the bill, H.R.18366, to amend the Vocational Education Act of 1963, and for other purposes, having considered the same, report favorably thereon without amendment and recommend that the bill do pass.

PURPOSE AND BACKGROUND

The House Committee on Education and Labor at the outset stresses the vital importance of this legislation. The technological age in which we move will flounder if skilled manpower is not available to sustain it. At the same time expanding unrest and frustration confronts society where many are unemployable because of the lack of the occupational skills. How can our technological advances and increased number of skilled fields profit us if we continue to lose young people to the ranks of the unemployed?

The year 1963 marked a shift in emphasis in congressional legislative philosophy concerning vocational education. Congress in the Smith-Hughes Act of 1917, which reflected the demands of an economy just reaching industrial maturity, had provided vocational training which reflected the broad opportunities for employment in agriculture. But in the Vocational Education Act of 1963 Congress emphasized the need of continuing assessment of the job market with vocational education adjustments to meet its changes.

The conceptual change of the new act was twofold: (1) vocational education must be redirected from training in seven selected occupational categories to preparing all groups of the community for their place in the world of work, regardless of occupation, and (2) vocational education must become responsive to the urgent needs of persons with special difficulties preventing them from succeeding in a regular vocational program.

The 1963 act also provided for evaluation in the form of an Advisory Council on Vocational Education, which was appointed in 1966 and submitted its report in January 1968.

The effects of the 1963 act might be assessed in a number of ways. From 1964 to 1966, total expenditures for vocational education increased almost 2½ times. Federal grants to the States quadrupled and State and local expenditures doubled.

During that same period, high school enrollments rose by 42 percent, postsecondary by 70 percent, and adult by 17 percent. However, much of the increase can be explained by the fact that enrollments in office occupations, which had been added by the 1963 act, were being reported for the first time. By occupational category, in fiscal year 1966, 3[illegible] percent of all vocational students were enrolled in home economics, 21 percent in trades and industries, 20 percent in office occupations, 15 percent in agriculture, 7 percent in distributive occupations, 4 percent in technical occupations, and 1.5 percent in health occupations.

In secondary schools, the growth in enrollment still falls short of serving the numbers of young people who should benefit from vocational education. Only one high school student in four is enrolled in a vocational education program, although five out of six never achieve a full college education. In other words, approximately 60 percent of high school students enter the world of work unprepared to hold a job.

More than half of the students still are being trained in the fields of agriculture and home economics, although employment opportunities in the former are dwindling and the latter is primarily a nonremunerative employment field. Enrollments in health and technical fields and service industries, although higher in 1967, are still lagging, despite the fact that critical manpower shortages exist in these fields.

Enrollments in vocational programs for students with special needs increased from 26,000 in fiscal year 1965 to 137,000 in 1967. However, in view of the fact that approximately 1 million students drop out of school each year, the need is not being served by present programs. Moreover, youth unemployment in the age group 16 to 19 is the highest in the Nation. Approximately 23 percent of white males, 33 percent nonwhite males, and 49 percent of nonwhite females in that group are unemployed. President Johnson's Manpower Report of 1968 to the Congress stated that one out of every four nonwhite teenagers was unemployed in 1967.

Thus, according to the Advisory Council on Vocational Education, the 1963 act has fallen short of fulfilling its two major purposes: (1) preparing the students for the world of work and (2) giving particular attention to those with special needs.

At the same time, the Council reports that many vocational programs have become outdated. After many weeks of hearings the General Subcommittee on Education has concluded that the following five ideas which have been recommended by the Advisory Council deserve serious consideration: (1) any dichotomy between academic and vocational education is outmoded; (2) developing attitudes, basic educational skills and habits appropriate for the world of work are as important as skill training; (3) prevocational orientation is necessary to introduce pupils to the world of work and provide motivation; (4) meaningful career choices are a legitimate concern of vocational education; (5) vocational programs should be developmental, not terminal, providing maximum options for students to go on to college, pursue postsecondary vocational and technical training, or find employment. The Advisory Council has recommended that occupational preparation begin in the elementary schools by providing a realistic picture of the world of work. In the junior high school, students should learn about economic and industrial systems by which goods and services are produced and distributed, and they should be exposed to the full range of occupational choices which will be available to them at a later point.

Occupational preparation should become more specific in the high school, though not limited to only one vocation. Instruction should not be overly narrow, but, instead, should be built around significant families of occupations or industries which promise expanding opportunities. Thus, a student can leave the program with a salable skill but is challenged to pursue post-secondary education. Occupational education should be based on a spiral curriculum which treats concepts at higher and higher levels of complexity as the student moves through the program. Vocational preparation should be used to make academic education concrete and understandable, and academic education should point up the vocational implications of all education.

2 LEGISLATIVE HISTORY

The vocational education legislation[1] that we report today includes many features which will assist our society in that task of becoming a greater and more progressive nation. It has been more than 2 years in the making. Starting in 1966 with extensive study and hearings on H.R. 15445, a bill to amend the Vocational Education Act of 1963 and to increase the authorization for regular programs and for residential schools jointly sponsored by Carl Perkins and Lloyd Meeds, the General Subcommittee on Education has given further extensive study during 1967 to H.R. 8525, sponsored by Roman Pucinski during the first session of the 90th Congress, which increased authorization levels, and included new programs for exemplary and innovative projects and for teacher fellowships and for vocational education personnel exchanges; H.R. 15066, proposed by the administration; H.R. 16460 and H.R. 16461, bills introduced jointly by Congressmen Pucinski and Lloyd Meeds with 33 cosponsors;[2] and H.R. 18256, introduced jointly by Chairman Perkins and Congressman Albert Quie. The legislation we are reporting today is a combination of the best features of these preceding five bills. It is the outgrowth of a continuous perfecting process. It has a broad base of bipartisan support for it represents the concerted and genuine efforts of all members of our committee to deal with the contemporary issues involved.

During this Congress, the General Subcommittee on Education conducted 25 days of public hearings on amendments to the Vocational

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[1] The reported legislation has 53 cosponsors as indicated on H.R. 18366 and identical measures H.R. 18367 and H.R. 18368—Mr. Perkins, Mr. Ayres, Mrs. Green of Oregon, Mr. Quie, Mr. Dent. Mr. Goodell, Mr. Pucinski, Mr. Ashbrook, Mr. Daniels, Mr. Reid of New York, Mr. Brademas, Mr. Gurney, Mr. O'Hara of Michigan, Mr. Erlenborn, Mr. Carey, Mr. Hawkins, Mr. Gibbons, Mr. Hathaway, Mr. Scheuer, Mr. Meeds, Mr. Albert, Mr. Scherle, Mr. Dellenback, Mr. Esch, Mr. Steiger of Wisconsin, Mr, Thompson of New Jersey, Mr. Holland, Mr. Bell, Mr. William D. Ford, Mrs. Mink, Mr. Burton of California. Mr. Eshleman, Mr. Gardner, Mr. Farbstein, Mr. Matsunaga, Mr. Price of Illinois, Mr. Van Deerlin, Mr. Annunzio, Mr. Blatnik, Mr. Sisk, Mr. Ronan, Mr. Olsen, Mr. Foley, Mr. Adams, Mr. Hicks, Mr. Vanik, Mr. Fraser, Mr. Moorhead, Mr. Kupferman, Mr. Schweiker, Mr. Kastenmeir, Mr. Tuneny, and Mr. Don H. Clausen.

[2] Cosponsors of H.R. 16460: Mr. Thompson of N.J., Mr. Dent, Mr. Holland, Mr. Carey, Mr. Scheuer, Mr. Gibbons, Mr. Farbstein, Mr. Matsunaga, Mr. Price of Ill., Mr. Van Deerlin, Mr. Annunzio, Mr. Blatnik, Mr. Sisk, Mr. Ronan, and Mr. Olsen.

Cosponsors of H.R. 16461: Mrs. Green, Mr. Daniels, Mr. Brademas, Mr. Hawkins, Mr. William D. Ford, Mr. Hathaway, Mrs. Mink, Mr. Bell, Mr. Foley, Mr. Adams, Mr. Hicks, Mr. Vanik, Mr. Fraser, Mr. Moorhead, Mr. Kupferman, Mr. Schrweiker, Mr. Kastenmeier and Mr. Tunney.

Education Act of 1963. Program modifications also reflect the considerations stressed in numerous letters and statements by many persons concerned with vocational education.

The bill, H.R. 18366 was approved by the committee without a dissenting vote.

3 Summary and Discussion of the Principal Provisions

The Vocational Education Amendments of 1968 retain the comprehensive State grant provision on a continuing basis and authorize new programs for 5 years. Because there are five new programs authorized in the bill and because new administrative mechanisms are provided, the Committee on Education and Labor feels that legislative oversight will be necessary in that period of time in the event that modifications are needed for effective administrative procedures. The committee would also during that time receive annual evaluation reports on the new programs, and would be prepared to propose amendments to increase the quality of vocational-technical education.

The committee would hope that the initial evaluation reports will be as highly informative and useful to the committee as was the first report of the Advisory Council on Vocational Education, 1968. The members of the committee studied the report of the Advisory Council, entitled "The Bridge Between Man and His Work," and incorporated most of the recommendations in our legislation.

This legislation would consolidate the existing authority for vocational education programs under the George-Barden Act and the Vocational Education Act of 1963. In fiscal year 1970, funds appropriated for the Smith-Hughes Act which would remain on the statute books would be permanently transferred to the Vocational Education Act of 1963, as amended.

This consolidation is proposed in response to the first recommendation of the Advisory Council on Vocational Education which stated, "Administrative complexities should be reduced by combining all vocational education legislation into one act."

4 Authorization of Appropriations

The authorizations for the basic programs of the Vocational Education Act would be raised from the present level of $225 million to $355 million for fiscal year 1969 and to a permanent level of $565 million for fiscal year 1970 and subsequent fiscal years.

Such raising of authorization ceilings had been proposed in the vocational education bills of Chairman Perkins and Congressmen Pucinski, Meeds, and Quie during the last two Congresses.

5 Removal of Separate Matching Requirements

The Vocational Education Amendments of 1968 would also remove the requirement for separate matching purpose by purpose under the Vocational Education Act of 1963.

Taken altogether, the Smith-Hughes Act, George-Barden Act, and the Vocational Education Act of 1963, specify 23 purposes each requiring separate accounting and matching. In addition, within those 23 categories, there are four percentage expenditure requirements under the six purposes in section 4(a) of the Vocational Education Act of 1963, each of which requires separate matching by purpose.

The bill would provide instead for overall statewide matching which would allow more flexibility in that varying proportions of Federal funds could be used in matching State and local funds.

The value of such a proposal becomes readily apparent when reviewed in light of the comments of the Advisory Council on Vocational Education which reported:

> The following reasons were cited for failure to develop programs for students with special needs:
>
> "(a) The inability of 'poor' school districts to allocate money from their general budget to meet matching fund requirements when State policies do not provide for statewide matching.
>
> "(b) The enormous cost of updating or adding programs to meet the needs of youth and adults in the large urban school systems."

The proposal to provide for statewide matching would allow the State boards to initiate programs by investing up to 100 percent Federal funds in a program. School districts in other areas of the State could then absorb the difference or the State could provide the funds where local districts cannot afford the matching dollars. In the past, under the Vocational Education Act of 1963, such economically depressed local districts have been unable to start new programs because they didn't have dollar for dollar, cash in hand. This provision would allow them to apply to the State board for a program either totally or partially supported through Federal and State funds. This should initiate a larger number of special needs programs for youth in economically depressed areas.

Secondly, the proposal to make matching more flexible would help large cities in their struggle to maintain effective school systems. The Advisory Council has pointed out that one of those issues which impose financial burdens on city school systems is the fact that "per pupil costs across the country rose more than three times as fast as the average per capita value of taxable property in the cities in the past 30 years. Falling property assessment ratios over the past 30 years are in effect shielding more and more existing property from taxation."

Yet, enrollment in great city schools rose nearly 33 percent in the past decade; of the 4.25 million children enrolled in large city schools at present, 47 percent are nonwhite and 53 percent are white. Many of these children are economically deprived and educationally disadvantaged. Removal of stringent matching requirements would allow the large cities to apply for more State funds for vocational education.

Provision is also included for paying 100 percent of the expenditures of the Trust Territory of the Pacific Islands and American Samoa.

6

REQUIRED USE OF STATE ALLOTMENTS SET ASIDE FOR THE DISADVANTAGED

The legislation requires that at least 25 percent of the new comprehensive State grant funds be expended on programs for the disadvantaged, but in no event shall less than 15 percent of the comprehensive State grants funds be expended on programs for the disadvantaged.

The legislation further authorizes a new $40 million program to be utilized for special programs for the disadvantaged, which would be eligible for up to 100 percent Federal funding upon determination by the Commissioner that there is a necessity for such support. This special program includes provision that disadvantaged schoolchildren attending nonpublic schools would be afforded the opportunity to participate in such vocational education programs.

In those instances when special programs for the disadvantaged are determined to require 100 percent Federal financing, payment would be awarded to the State for the administrative expenses of such programs.

The provision is offered in direct response to testimony received by the committee and to recommendation No. 4 of the Advisory Council on Vocational Education which states, "Specific funds * * * should be provided to develop and operate new and expanded vocational education programs for persons who have academic, social, economic or other handicaps."

Furthermore, an increase in the amount of funds available for such programs and the redirection of existing funds has received strong support from both majority and minority members of the committee.

In many cases, the academically able students are eligible for vocational education, but the least able are rejected. As a result, the students with low motivation and poor preparation are left out, although vocational education can potentially cope well with such handicaps. Many disadvantaged students come from families whose members are weak in verbal skills, and vocational education places emphasis on doing, motivating students to learn reading or writing, particularly where there is an effective blend of occupational training with academic studies. Vocational programs can also provide strong motivation by teaching skills needed for occupational success.

During the course of hearings one witness urged: "It is socially and economically sound that we give attention to the growing number of students who do not 'fit the system' or who are 'failed' and leave school. We are well acquainted with recent events of social unrest. In part, this unrest is caused by the lack of vocational education that can encourage students to seek and hold a job. Education can help by doing something early in the educational life of a student so that he does not fall into the clutches of events that cause him to depart significantly from acceptable social goals."

7 Set-Aside for Postsecondary Education

This legislation authorizes a 25-percent set-aside of new comprehensive State grant funds to support programs at the postsecondary level, but in no event shall less than 15 percent of the comprehensive State grants funds be used for postsecondary programs.

These provisions are, again, a direct response to the Advisory Council recommendation No. 7 that at least 25 percent of vocational education funds be earmarked for such purposes and is consistent with the committee's findings as to need throughout the country.

8 New and Expanded Uses of Funds

The definition of disadvantaged or other handicapped youth is made more explicit in H.R. 18366. Handicapped is defined as deaf, mentally retarded, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health-impaired persons.

This definition is made more explicit in order to assure handicapped youth the opportunity for the vocational training which they so desperately need. The committee intends through this language to enable States to provide young people the same opportunities for vocational training which have been available to adults under the vocational rehabilitation programs. We expect that vocational educators and personnel involved in vocational rehabilitation will work together to develop the best possible vocational-technical programs for these youngsters.

Private proprietary institutions are made eligible for participation in the regular vocational education programs when the State board determines that such institutions can make a significant contribution to the objectives of State plans and can provide substantially equivalent training at a lesser cost, or provide equipment or services not available in public institutions.

The committee bill authorizes States to use under contract, private proprietary vocational schools, because we became aware, through public hearings before the General Subcommittee on Education, that such institutions often have unique and valuable services which may be performed for vocational education students.

The new provision is not mandatory in nature because of the difficulties this might impose upon administration at the State level Nevertheless, it is the intention of the committee that the maximum feasible use be made of existing private capabilities in this field, in order that available funds may best be used to expand course offerings, provide training opportunities for more students, and reduce costs. In short, the committee desires to expand high quality vocational opportunities without regard to whether they are made available through public or private facilities. In addition, the committee expects that the Commissioner will have due regard for this expressed intention, and that he will take prompt action to facilitate the accreditation of good private schools by each and all of the appropriate means provided by this bill.

Finally, vocational guidance and counseling is added to the list of uses for Federal funds. Although such programs have been included in many regular vocational education programs, the committee felt that specific listing of this very necessary facet of a student's education would promote the inclusion of vocational guidance and counseling in every vocational education program. Eight out of 10 school dropouts have never had counseling by school or employment office officials regarding training or employment opportunities. Four out of 10 high school graduates have never had such counseling. Therefore, the committee strongly urges the States to increase their funding of vocational guidance and counseling.

9

RESEARCH AUTHORITY

H.R. 18366 provides that 50 percent of the sum reserved for section 4(c) of the Vocational Education Act of 1963 shall be used by the Commissioner for grants to colleges and universities, public or nonprofit private agencies and institutions, to State boards, and upon approval by the State board, to local education agencies, and for contracts with private agencies, organizations, and institutions. Such grants and contracts would be designated for research and training programs; experimental, developmental, or pilot programs for youths, particularly disadvantaged or other handicapped; and for the dissemination of information.

The remaining 50 percent would be allotted to the States to be used by State boards for paying up to 75 percent of the costs for State research coordinating units and for paying up to 90 percent of the costs of projects described previously as eligible for funding and recommended by the State research coordinating units or by the State advisory council.

10 STATE ADVISORY COUNCIL

The bill requires that each State establish an advisory council, with members appointed by the Governor, broadly representative of industry, labor, education, and the public, to evaluate vocational programs funded under the act, to advise the State board on the development of the State plan and the preparation of long-range and annual program plans, and to submit through the State board an annual evaluation report to the Commissioner and to the National Advisory Council.

The establishment of such advisory councils in each State is based on the testimony of many witnesses before the committee and to fulfill the recommendations of the Advisory Countil.

Membership on the State advisory councils under the language of the committee bill would assure that all aspects of expertise in occupational training and all facets of the academic, vocational, industrial, and commercial community would be brought to the assistance of the State board in strengthening vocational education in the States.

"Representative," as it is used in this section does not mean elective nor merely representative of these special interests. Rather it means familiar with or having special expertise in, or having worked in the field specified.

11 LONG-RANGE AND ANNUAL PROGRAM PLANS

The Vocational Education Amendments of 1968 require that every State submit a plan which would contain, in the first year, a 5-year plan—specifying long-range objectives for vocational education in that State—to be supplemented and updated in the State plans for subsequent years so as to always extend over a 5-year period.

The State plan for each year would also contain an operational annual program which would set forth detailed information for the school year and relate annual objectives to those set forth in the 5-year plan. It would include specific information on the extent to which State vocational education programs are utilizing the experience and knowledge gained from exemplary programs and projects. The State plan would also contain assurances that all policies and procedures concerning administration of the vocational education programs would be a matter of public record and be made reasonably available to the public. The long-range and annual program plans were recommended by the Advisory Council which stated: "The presently misnamed 'State plan' should be recognized as merely a legal contract between the Federal and State agencies. The present 'projected program activities' should become a 5-year projected plan subject to annual updating." The Advisory Council further stated:

> The following reasons were cited for failure to develop programs for students with special needs:
>
> * * * * * * *
>
> "2. Present State policies and priorities do not always coincide with and often do not consider inherent problems and needs at the local level. Specific examples of concerns expressed by the local administrators are:
>
> * * * * * * *
>
> "(c) In some States 'rigid' State plans are enforced which do not provide the flexibility needed by local districts.
>
> "(d) The tendency of some State personnel to confine allocation of Vocational Education Act of 1963 funds to the traditional legislative requirements instead of meeting the intent of the 1963 legislation to promote the development of occupational programs for youth and adults preparing to enter gainful employment."

12 National Advisory Council on Vocational Education

The provision for creating a permanent National Advisory Council with a separate authorization of $100,000 the first year and $150,000 for the second year is the third part of the proposed long-range and annual program plans, State advisory councils, and National Advisory Council attempt—which has precedent in title III of the Elementary and Secondary Education Act—to increase the assistance and information available to State boards and to the U.S. Office of Education in administering vocational-technical education programs. The National Advisory Council, consisting of 15 members, would advise the Commissioner with respect to policy determination in administration of the act and would make an annual evaluation of the operation of the program to the Secretary of HEW with findings and recommendations.

There is need for such an outside agency to look at the programs with a national perspective and to work with State advisory councils and State boards in developing such programs.

There is precedent for such an action not only in the Elementary and Secondary Education Act but also in the recently enacted Education Professions Development Act and in the higher education amendments legislation now pending before this committee.

13 Separate Authorization for Consumer and Homemaking Education

Because regular homemaking programs are eligible for funding through the Smith-Hughes and George-Barden legislation during fiscal year 1969, beginning with fiscal year 1970, $15 million would be authorized to be appropriated for grants to the States—allocated like the Vocational Education Act of 1963—to carry out education programs designed to meet the needs of homemaking persons who have entered or are preparing to enter the work of the home. There would be a requirement that at least one-third of the annual allocation in each State be used for consumer and homemaking programs in economically depressed areas or areas with high rates of unemployment. All Federal funds used for this purpose would require 10 percent State and local matching funds during fiscal year 1970.

The separate authorization for homemaking programs that do not lead to gainful employment protects the continuance of a program which has been highly successful in training young women to be the successful wives and mothers of the future. Yet, the regular homemaking courses have not been able to reach those persons in Appalachia or in other rural areas or in the slums of our cities where women and young girls desperately need training in health, nutrition, and basic homemaking. The committee hopes that homemaking teachers and supervisors across the Nation will pick up the challenge of today's changing society by making the new set-aside for programs in economically depressed areas a success. The poor do not know how to shop wisely. As the President's Council on Consumer Interests has pointed out time and again, the poor are often duped by shopkeepers. This committee's report on hunger stressed the ignorance of many mothers who shop unwisely with their food stamps.

Housing studies and child care studies have stressed the need for education in hygiene. The committee has provided an additional incentive to encourage such programs by raising the Federal share to 90 percent.

14 VOCATIONAL WORK-STUDY

The regular program for vocational work-study is extended and provides for an 80-percent Federal share. The authorization level is $35 million for fiscal year 1969 and fiscal year 1970. This provision complies with recommendation No. 5 of the National Advisory Council.

15 RESIDENTIAL VOCATIONAL SCHOOLS

This program, which was authorized in the Vocational Education Act of 1963 and included in all the vocational education bills authored by members of this committee, is extended through fiscal year 1973. Authorization levels are set at $15 million for fiscal year 1969 and fiscal year 1970. This provision follows recommendation No. 6 of the National Advisory Council.

In theory, vocational education is designed to serve all youth. In practice, many youths are not served because their schools do not choose to develop a vocational education program, the school is too small, or they cannot profit from vocational instruction in their present home environment.

Residential facilities will make it possible for disadvantaged youths in urban ghettoes and rural youths not served by a vocational program to benefit from occupational training. Residential vocational education facilities can overcome problems of distance for some youth, provide a new and better environment for the student to live and learn, and bring some of the young dropouts back into an educational program.

16 NEW PROGRAMS

In addition to the preceding amendments to the regular programs of the Vocational Education Act of 1963, H.R. 18366 authorizes five separate vocational education programs; these are the exemplary and innovative programs and projects, teacher education, and administration training programs, cooperative education, and curriculum development programs. The committee drafted these new programs in an effort to produce a more comprehensive approach to vocational education.

Exemplary Projects and Programs

The National Advisory Council stated that "innovation should be encouraged by contracts or grants between the Commissioner of Education and State Boards, local educational agencies, and other public or nonprofit institutions." The Pucinski bill, H.R. 8525, the Pucinski-Meeds bill, H.R. 16460, and the Perkins-Quie bill, H.R. 18256, included provisions for this program. The authorization level, which is considerably lower than those previously proposed, is $15 million for fiscal year 1969 and $25 million for fiscal year 1970. The committee feels that such levels are justified in terms of requisite time needed by the States in order to plan for effective projects under this program.

The funds for exemplary and innovative projects would be administered as a State plan program similar to title III of the Elementary and Secondary Education Act. Each State would receive a minimum of $200,000. Up to 10 percent would be reserved for the Commissioner of Education to use at his discretion for innovations having regional or national implications. The funds authorized by this program could be used for the cost of planning, development, operation, and evaluation of projects which would broaden occupational aspirations and opportunities for youths, with special emphasis given to disadvantaged youths.

Projects would include:

(1) those designed to familiarize elementary and secondary students with occupations for which special skills are required;
(2) work experience during the school year as in the summer;
(3) occupational guidance and counseling and initial job placement;
(4) vocational education curricula;
(5) personnel exchanges;
(6) part-time training of young workers; and
(7) preprofessional preparation for potential teachers.

Since the thrust of this legislation is to modernize vocational-technical education and to make it available to individuals and in areas not being served today, we hope to infuse the educational system at all levels with a new awareness of occupational possibilities. Modern industry and technology is an exciting world, alive with career opportunities undreamed of a few decades ago. Our colleague, Congressman Don H. Clausen, made a forceful presentation of the opportunities in the aerospace-aviation industry, which has experienced a dynamic and exploding growth during the past 10 years. Despite hundreds of different skills and job classifications utilized by the industry, a recent survey of the Federal Aviation Administration indicates that only a little over 500 of the Nation's 30,000 high schools have aerospace-aviation programs. We concur with the view that vocational-technical education would benefit enormously by relating instruction to modern needs as exemplified by the aerospace-aviation industry, and that the excitement of this field might also produce some dramatic educational results if it were worked into the general curriculum, beginning in the early school years. Since the employee of industry in 1980 is now attending the third grade, and a large part of his or her working life will be spent in the 21st century, we should be preparing that third-grader for the next century.

18

COOPERATIVE EDUCATION

Although well-organized programs of cooperative education in which the student alternates periods of full-time study and related full-time employment are widely held to be effective educational programs, an examination of the proportion of students enrolled in vocational education cooperative courses reveals how little impact such courses have had on vocational education as a whole.

THE EXTENT OF COOPERATIVE PROGRAMS IN SECONDARY VOCATIONAL EDUCATION
(1965-66 SCHOOL YEAR)

Vocational programs in secondary schools	Approximate enrollment	Approximate enrollment in cooperative programs	Approximate percent enrolled in cooperative programs
Agriculture	900,000	3,000	0.3
Distributive education	420,000	60,000	15.0
Health occupations	83,000	60	.1
Home economics	1,900,000	400	9.02
Office occupations	1,200,000	18,000	1.5
Trade and industrial	1,200,000	23,000	2.0
Total	5,703,000	104,460	2.0

Only about 2 percent of vocational students participate in cooperative work-experience programs, although on-the-job experience is essential to their development. Among out-of-school youth in 1963, only 7 percent of high school graduates and 3 percent of dropouts had supervised work experience while in school.

The committee feels strongly that every student should have work experience related to his course of study and chosen occupation. Our young people, particularly those in vocational education, should have direct on-the-job contact with professionals whose job it is to stay up to date on their profession. We think they need to gain certain knowledge which cannot be taught in the classroom.

For these reasons, the committee bill authorizes a cooperative education program which would assist the States in expanding the number of such programs. Federal funds would be available to pay the cost of supporting coordinating personnel, for instruction related to work experience, for reimbursing employers for extra costs incurred due to participation in the program, and for special services, such as transportation of students.

The committee would hope that the main thrust of this program would be directed toward areas that have high rates of school dropouts and youth unemployment. We think that youth from such areas can benefit greatly from the removal of artificial barriers between the worlds of work and education. We hope such relevant work-study would encourage students to finish high school and to continue their education.

The authorization for this program is $20 million for fiscal year 1969 and $50 million for fiscal year 1970. The program is strongly supported by both majority and minority members of the committee.

19

CURRICULUM DEVELOPMENT

Under this program, the Commissioner would award grants and contracts upon consultation and coordination with the State board and the State advisory councils to colleges and universities, State boards of vocational education and other public or nonprofit private organizations to assist in the development of curricula for new and changing occupations and to coordinate dissemination of curricula materials. The main thrusts of this program are:

The development and dissemination of vocational educational curriculum materials used in the teaching of vocational education.

The establishment of high standards for curriculum development in all fields.

Coordination of the States' efforts in the preparation of curriculum materials.

A survey of curriculum materials produced by Government agencies.

Evaluation of vocational-technical education curriculum materials and the uses of them.

The training of personnel in curriculum development.

The authorization is $7 million for fiscal year 1969 and $10 million for fiscal year 1970.

The committee thinks this program will help initiate progress in fulfilling one of the major recommendations of the National Advisory Council which stated that curriculum materials were needed and that two to four centers should be established for the development of such materials.

During hearings before the General Subcommittee on Education, public witnesses frequently mentioned the need for well-trained professional and well-written vocational educational materials.

During the course of the hearings before the General Education Subcommittee, the members of the committee were impressed with the value of comprehensive high schools and would urge local school districts to provide for comprehensive schools which offer both academic and vocational courses of study.

The committee decided not to authorize a new program for vocational education libraries and resources because of possible duplication with existing legislation. But the committee strongly urges the Office of Education to place more emphasis on constructing and equipping vocational education libraries.

In reporting amendments to the Higher Education Act of 1965 on June 20, 1967, the committee stated (H. Rept. 373, 90th Cong., first sess.): "Also the committee is gravely concerned about the inadequacy of support for training of persons serving or preparing to serve in vocational education programs. More than in any other case the committee was tempted to earmark a specific reservation of funds for training in this area. The committee has not earmarked a specific reservation of funds only because of its desire to establish a flexible program. Nevertheless, the committee fully expects that the most serious attention and consideration will be given to support of training programs for vocational education teachers. This applies also to the allocation of funds under part C, the graduate fellowship program."

When questioned at hearings before the committee in March of this year, the Commissioner of Education reported that no vocational education personnel had been hired to assist in the administration of the Education Professions Development Act though he expressed his intention to do so. At this date the Bureau of Educational Personnel Development still has not employed a single staff person from any field of vocational-technical education. The structure of the Bureau of Educational Personnel Development shows administrative branches for State grants, social sciences, arts and humanities, modern language, behavorial sciences, community affairs, management, programs, and several others. The Bureau has no administrative branch for vocational-technical education. Upon inquiry of the committee staff, it was found that of the 2,500 projects submitted for funding for the first fiscal year under EPDA, only 80 projects were in the vocational-technical education fields. This alone is indicative of a serious lack of communication between the Office of Education and the vocational-technical education profession.

The committee, in approving an amendment to the Education Professions Development Act, does so in order to specifically provide for the training of vocational education personnel. While training of such personnel need not necessarily be limited to those funds authorized and appropriated under this amendment, the committee is convinced that without this special attention the needs for vocational-technical education personnel will continue to be unmet.

Vocational-technical education teachers usually come into teaching from preparation and employment in fields outside the scope of the traditional college preparation of elementary and secondary school teachers and administrators. Most have had work experience of some type, and a demonstrated competence in their occupational fields. Therefore, the committee urges the Commissioner of Education, in the administration of this program, to seek the advice, counsel, support, and cooperation of persons from industry, business, office occupations, health and service fields, apprenticeable trades, agriculture, home economics, engineering and technical occupational fields, and from other groups and agencies that can make unique contributions to the development and preparation of vocational-technical education personnel. Nor should the Commissioner overlook the needs for trained vocational education personnel in special programs for the handicapped, manpower development and training programs, correctional institutions, vocational rehabilitation, and in a variety of other agencies and institutions.

We further urge the Commissioner to staff the administration of this program with vocational educators who have experience and knowledge in the promotion and development of teacher-training programs in cooperation with business, industry, and numerous other resources that lie outside the traditional patterns normally utilized by colleges and universities.

20

VOCATIONAL EDUCATION LEADERSHIP AND PROFESSIONAL DEVELOPMENT

This program, which is proposed as a new part of the Education Professions Development Act, would provide opportunities for experienced vocational educators to spend full time in advanced study of vocational-technical education for a period not to exceed 3 years in length. It would give vocational educators the chance to update their occupational competencies through exchanges of personnel with commercial, industrial, or other public or private employment;

It would also include inservice teacher education and short-term institutes for vocational-technical education personnel.

This program is based on the report of the National Advisory Council, which recommended that "the preparation and upgrading of professional and paraprofessional personnel be recognized and financially supported." As a result, the committee has proposed two programs in the area of professional training. The first is a program of fellowships for advanced study under the supervision of an institution of higher education. The persons selected for such fellowships must have a B.A. or have had at least 2 years of experience in vocational education, or they must be recommended by their employer for such study.

21 Exchange Programs, Institutes, and Inservice Education for Teachers, Supervisors, Coordinators, and Administrators

The authorization for this program and the fellowship program is $25 million for fiscal year 1969 and $35 million for fiscal year 1970. This section is also an amendment to the Education Professions Development Act.

The committee has added these programs specifically directed to the training of vocational education personnel under the Education Professions Development Act because we have not been satisfied with the attention given to vocational education under the new law. Until a few short weeks ago, not one recognized member of the vocational education professional community was on the National Advisory Council of this new consolidated program, yet this committee had specifically mentioned vocational education as an important field of concentration in the report accompaning the law. We, therefore, think that legislative action is necessary to bring proper emphasis to training for vocational education personnel. We would hope that, in the future, teachers and administrators of vocational education will be given the opportunity to keep themselves as well informed as others in fields outside vocational education.

22 Job Corps and Manpower Studies

The Commissioner of Education is directed to study the means by which the existing Job Corps facilities and programs might be transferred to State or joint Federal-State operation in conjunction with the residential vocational schools program.

The study of Job Corps and residential schools coordination was suggested by Subcommittee Chairman Pucinski in 1967 and has been proposed by Congressman Quie this year. The committee looks forward to the recommendations of the Commissioner, which must be presented no later than January 15, 1969.

23 Special Manpower Projections

National, regional, State, and local studies and projections of manpower needs are to be made so as to provide guidance and information to Federal, State, and local officials and to advisory committees in order to assure the relevance of programs under the Vocational Education Act to occupational developments. The studies and projections will be made by the Secretary of Labor, subject to agreement between the Commissioner of Education and the Secretary of Labor.

The permanent authorization for this program is $5 million.

24 ADEQUATE LEADTIME AND PLANNING AND EVALUATION

The bill would also provide that the leadtime and advance funding authority included in Public Law 90–247, the Elementary and Secondary Education Amendments of 1967, be broadened to include the new programs in vocational education and the consolidated programs.

This follows the recommendation of the National Advisory Council which stated: "To end the disharmony between the planning processes of the school and the appropriations practices of Congress, provision should be made for States to receive allotments earlier in the calendar year and to spend funds through the succeeding fiscal year."

25 BUREAU OF VOCATIONAL EDUCATION

The committee decided not to mandate the creation of a separate Bureau of Vocational Education within the Office of Education, but in the light of the testimony before the committee, the members of the committee urge that the Office of Education place greater emphasis upon vocational education within the bureaucratic structure of the Office of Education, both by expending the staff and giving greater status to the bureau administering the program.

26 AMENDMENTS TO THE ADULT EDUCATION ACT OF 1966

The eligibility requirement of 18 years of age is lowered to 16 years of age.

This amendment was requested by adult education administrators to allow them flexibility in coordinating adult basic education courses with the various manpower training programs, such as Neighborhood Youth Corps and Job Corps.

The committee believes that it is sound vocational training policy to incorporate basic adult education in such programs if the aim of the Congress is to help the unemployed and underemployed help themselves. A man who cannot read and write at the fifth grade level will ultimately of necessity be trained for obsolescence.

We have, therefore, recommended the administrative conformity of age requirements to assure a chance for adult education to manpower trainees.

SUPPLEMENTAL VIEWS OF WILLIAM H. AYRES ON BEHALF OF MINORITY MEMBERS

The Republican members of the committee not only support this legislation, which most have joined me in cosponsoring, but they have made some notable contributions to its development. We had intended to set forth a strong statement of supporting and supplementary views but due to the extreme time limitations over a holiday recess this was not possible. Accordingly, the views I express herein as the ranking minority member represent, in the main, the viewpoint of the minority members.

The Neglect of Occupational Education

The United States is one of the most highly industrialized nations of the world and the output of our factories far exceeds that of any other country. Moreover, since the close of the Second World War we have been in the forefront of a revolution in technology which has brought in two decades more change in basic knowledge and in manufacturing products and processes than occurred in a span of centuries in the past. This revolution is continuing at an ever accelerating pace. The very speed of change poses profound problems as well as unparalleled opportunities.

It is ironic in these times and in this country that occupational education should be neglected. It is a bitter irony for millions of individual citizens who can find no secure and productive place in this society. "Alienation" has become a preoccupation of our intellectuals in the past few years, and something of a fad for college students, but the real alienation is not that of the educationally privileged; the real alienation is that of the unskilled and unprepared in a society which—for the first time in all history—has no place for the unskilled. Manual labor in the 1970's will be as little needed in industry as is the labor of domestic animals in our mechanized agriculture.

I believe—and I have said this many times—that the turmoil in our cities and the quiet despair that has settled on many depressed rural areas is caused in large measure by our failures to emphasize and carry out intensive programs of vocational-technical education for those who most need it. A school system which fails to prepare young people to earn a living is a dismal failure, for that is the primary function of all education at all levels.

Yet today, in 1968, every evidence I have seen would indicate that not more than one high school graduate in 10 is prepared with entrance level skills in an occupation for which an actual job exists. Less than 4 percent of the 18–21 age group are enrolled in post-secondary vocational-technical programs. However, we know that four out of five young people will need occupational training if they are to be employable. There is grave danger for our whole society in this condition; we need a real sense of national urgency about the need to face up to these facts and take corrective action.

THE VOCATIONAL EDUCATION ACTS

Five years ago the Congress sought to redirect vocational education, or that portion of it subject to Federal support. The Vocational Education Act of 1963 was designed to be job-oriented, to begin to shape all of vocational-technical education toward the employment needs of today and hopefully of tomorrow. We dramatically increased the level of Federal support for this purpose. Republican members of this committee, I am pleased to say, made many positive contributions toward shaping the 1963 act, just as they had in creating the Manpower Development and Training Act of 1962. This was a thoroughly bipartisan effort, and rightly so, because these needs transcend all political considerations.

There have been many accomplishments under the 1963 act, but it must be said—as the recent report of the National Advisory Council on Vocational Education made all too clear—that the accomplishments have been too few and the progress toward a modern system of occupational education too slow for America's needs.

The historic Smith-Hughes Act and the later George-Barden Act were designed to meet needs of an earlier time, and they served splendidly for that purpose. But it must be acknowledged, also, that they tended in the course of nearly a half century to fix upon vocational education an emphasis unsuited to the needs of today, so that in 1968 nearly one-half of all vocational enrollments (secondary, postsecondary, and adult) are in home economics and agriculture. At the secondary level the proportion is nearly 60 percent and the combined enrollments in trades and industrial occupations, distribution and sales, and technical and health occupations are less than 15 percent of the total. These percentages are nationwide, but they are roughly applicable both to highly industrialized States and to those which are more rural and agricultural; they fail to correspond to employment opportunities anywhere. For example, a not-yet-published report of the Education Advisory Committee of the Appalachian Regional Commission (which I have seen through the courtesy of their staff) states that in this decade 49 percent of all job opportunities in Appalachia will be in trades and industrial occupations, but that only 10 percent of secondary vocational enrollments are in these fields.

This is not an acceptable condition, a fact, fortunately, that is recognized by leading vocational educators. They also recognize—as "general" educators and the higher education community too often do not—that education fails when no more than 25 percent of our high school youth receive any kind of vocational training. When education is irrelevant to the needs, desires, and expectations of so many young people, it is little wonder that some 700,000 of them will drop out of school this year before highschool graduation.

The bill herein reported by our committee is intended to speed progress in this field. It is designed to further increase levels of Federal support, to expand training opportunities for vocational educators, to help modernize vocational-technical curriculums, to infuse the concepts of "learning to earn" into elementary education, to greatly strengthen efforts to bring high quality vocational-technical education to disadvantaged youth in the inner-city and isolated rural areas, and to involve ever increasing numbers of knowledgeable citizens at the local, State, and Federal levels in assessing employment needs and the performance of our schools.

This legislation is designed also to streamline administration of vocational education at all levels and to concentrate all Federal expenditures upon a modern system of vocational-technical education. This will be helpful, but it cannot succeed without a thorough reordering of priorities and a reconsideration of policies at the Federal level. For all of its rhetoric of concern about manpower problems, the present national administration has a sorry record of performance in this field.

THE ADMINISTRATION'S NEGLECT OF VOCATIONAL EDUCATION

In the face of known needs, the response of the Johnson-Humphrey administration to the problems of vocational education has been pathetically inadequate. The bill herein reported is itself a stinging rebuke to the administration, which recommended a few administrative changes and the addition of one new program for innovative projects to the 1963 act, with virtually no increase in the level of support. Not a single nonadministration witness among the scores testifying before our committee felt the administration proposal to be adequate.

The President's budget for 1969 cut funds for vocational education below the 1967 level. At the same time, he recommended increased funds for such items as the supersonic transport and highway beautification. Tragically, this order of priorities is reflected throughout the executive branch, and most particularly in the U.S. Office of Education.

One index of the treatment of vocational education by Commissioner Howe was brought out by the questioning of Congressman Ashbrook, the ranking minority member of the subcommittee handling this legislation. He asked "How many of the 39 supergrades budgeted for the Office of Education will be assigned to vocational-technical education?" The reply was: "one."

The status of vocational education within the Office has been consistently downgraded in the numerous reorganizations of recent years so that it is but a division within a bureau within that Office. The administrative budget for that Division is less than one-half that of the Bureau of Elementary and Secondary Education, $1.5 million short of that of the Bureau of Higher Education, and only a little more than half the amount spent within the Office for "executive direction and administration." Yet it is this small staff of this single small division to which we must look for national leadership in this vital work.

This administration has a large and growing profusion of manpower programs which do not add up to a recognizable national manpower program, and which reveal an extraordinary lack of any sense of priorities. For example, more Federal dollars are budgeted this year for the 40,000 enrollees in the Job Corps than for the support of vocational-technical education with 7 million enrollees. The 1968 Federal expenditures for vocational-technical education were $253 million; the expenditures for adult make-work programs under the Office of Economic Opportunity were $400 million. In total, for every Federal dollar budgeted for vocational-technical education, $4 are budgeted for make-work and salvage type programs which would never be needed if we had an effective system of vocational education.

By any rational standard the priorities reflected by these expenditures is completely askew.

There are other serious questions of national priorities raised by the pattern of our Federal support programs which deserve careful examination. For example, we are spending eight Federal dollars in direct support of higher education for every $1 spent for vocational-technical education. Overall, scarcely more than 3 percent of the total Federal expenditures for education and training goes to assist vocational-technical education. I am not suggesting that this situation is entirely the fault of the administration, for it has come about in large measure as part of an historical process of national concern for matters other than occupational education. But I do deplore the fact that the administration has been so derelict in examining Federal programs, or in suggesting to the Congress even that they need examination. Our committee has proceeded without much help from the executive branch.

A New Sense of Urgency

There should be a renewed sense of urgency about the need for a modern structure of occupational education which will meet the needs of the total population in all parts of the country. We simply must not permit millions of young Americans to grow into adulthood without salable skills, or preparation for additional training that will be needed in a fast-changing job market. We may think that we have troubles now, but if our total educational system does not shape up to the demands of these times we are facing a real tragedy.

Meeting these needs will require a great deal more than additional money. In my judgment, we must use existing resources more intelligently. This cannot be done without broad public understanding of and support for the goals of job-oriented education. If most people continue to feel against all reason and experience that the most important goal of education is a college degree and that any career objective not requiring the degree is a measure of failure, the cause is lost. It may be lost also unless the educational community is prepared to abandon some ingrained attitudes and narrow interests which are impeding change when it is most in order.

The bill we have reported represents far more than a bipartisan effort of members of the two political parties. It also represents as near a unanimous agreement as anyone is ever likely to see among individuals of widely different philosophies, interests, and experiences that vocational-technical education, and education as a whole, must be related to the real needs of these times.

Speaking for the minority members, I trust that the meaning implicit in such a rare degree of unanimity is understood by Federal, State, and local officials and by all other interested parties.

William H. Ayres, *Member of Congress.*

SECTION-BY-SECTION ANALYSIS

Section 1.—Provides that the act may be cited as the "Vocational Education Amendments of 1968."

Section 2.—Sets forth the broad purposes of the act as to: (1) consolidate, broaden, and strengthen ongoing vocational and technical education programs; (2) encourage the further development of vocational education programs in the areas of secondary, postsecondary, and adult instruction; (3) assist in the training of vocational educators and increase the number of available vocational education teachers; (4) promote new and exemplary programs and techniques in vocational education which would include exploratory occupational programs, work experience programs, and residential school programs; (5) extend the authorization for the work-study program; and (6) amend existing law to improve and provide for increased flexibility in administration of vocational education programs.

TITLE I.—CONSOLIDATION AND IMPROVEMENT OF EXISTING VOCATIONAL EDUCATION PROGRAMS

Section 101(a).—Redesignates part A of Public Law 88–210, the Vocational Education Act of 1963, sections 1–17, as title I, part A, dealing with grants for comprehensive programs.

Section 101(b).—Redesignates parts B and C of Public Law 88–210 as titles II and III of such act; and sections 21–28 and 31–33 of such act, respectively, as sections 201–208 and 301–303.

AUTHORIZATIONS FOR COMPREHENSIVE PROGRAMS

Section 102(a).—Amends section 2 of the Vocational Education Act of 1963 so as to increase the authorizations for comprehensive programs from the existing $225 million to $355 million for the fiscal year ending June 30, 1969, and for each succeeding fiscal year to $565 million, to be used for making grants to States pursuant to part A. In addition, for the fiscal years 1969 and 1970, section 2 would be amended to authorize $40 million for each of those years for the purpose of making grants to States in order for them to provide vocational education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs.

Section 102(b).—Amends section 13(e) of the Vocational Education Act of 1963 to require Federal expenditures in support of a vocational education student work-study program equal to 80 percent of the amount expended in support of such programs, and authorizes appropriations of $35 million for each of the 2 fiscal years beginning with the fiscal year ending June 30, 1969 for the work-study program set forth in section 13 of such act.

SPECIAL MANPOWER PROJECTIONS; INCREASED FLEXIBILITY IN REALLOTMENTS

Section 103(a).—Amends the section to require the Commissioner to reserve not in excess of $5 million from the sums appropriated under section 2(a) for transfer to the Secretary of Labor to finance national, regional, State and local studies of projected manpower needs to guide Federal, State and local officials and advisory committees in carrying out their responsibilities under the Vocational Education Act. In addition, the section requires that 90 percent of the remainder of the sums appropriated pursuant to section 2(a) be alloted among the States according to the formula—utilizing relative population of the various age groups needing vocational education and per capita income—which is presently utilized in making allotments among the States in section 3(a) of the existing law.

Section 103(b).—Amends section 3(c) of the Vocational Education Act of 1963 so as to permit reallotment by the Commissioner of funds determined not to be required in any fiscal year in carrying out a State's approved plan on the basis of factors determined by the Commissioner to be equitable and reasonable to States which are able to use, without delay, funds reallotted for the purposes of section 4(a), except that funds appropriated for the purposes of section 2(b) may be reallotted only for uses set forth in section 4(a)(4)(A). Present law permits reallotment in proportion to the original allotments reduced to the extent such reallotment exceeds the sum the Commissioner estimates such State needs and will be able to use under the approved plan of such State for such year.

INCLUSION OF THE TRUST TERRITORY OF THE PACIFIC ISLANDS

Section 104.—Contains amendments necessary to extend the benefits of the Vocational Education Act of 1963 to the Trust Territory of the Pacific Islands.

ELIMINATION OF MATCHING BY SEPARATE CATEGORIES; SPECIAL MATCHING PROVISION FOR TRUST TERRITORY AND AMERICAN SAMOA

Section 105(a).—Subsections (a), (b), (c) of section 6 of the existing law, in general, require equal State or local matching of Federal funds for each project authorized, descriptions of which are set forth in section 4. This section of the bill would delete subsections (a), (b), and (c), thus obviating the need for a State to match equally Federal funds expended on each specific project.

Section 105(b).—Amends section 4(a) of the Vocational Education Act of 1963 so as to provide that Federal expenditures may not exceed 50 percent of the total State and local expenditures for the purposes set forth in section 4 except with respect to expenditures for the purpose of section 4(a)(4)(A), within the limits of the allotments to such States for such purposes. The amendment permits payments of 100 percent of the expenditures of the Trust Territory of the Pacific Islands and American Samoa within the limits of the allotment and State plans for such areas.

PERMITTED USE OF FEDERAL FUNDS

Section 106.—Amends section 4(a) of the Vocational Education Act of 1963 to list specifically as being eligible for assistance, programs involving (1) vocational education for handicapped persons who, because of their handicapping condition, cannot succeed in the regular vocational education program, without special educational assistance, or who require a modified vocational education program; defining the term "handicapped" as the deaf, mentally retarded, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or otherwise health impaired; (2) vocational guidance and counseling designed to aid persons in vocational education high school programs, persons who have completed or left high school and who are available for full-time study and preparation for entering the labor market, persons in vocational education programs who have already entered the labor market and who require training or retraining to achieve stability or advancement in employment, and persons who have academic, socioeconomic or other handicaps that prevent them from succeeding in the regular vocational education programs; and (3) provision of vocational training through arrangements with private vocational training institutions where such institutions can make a significant contribution to the furtherance of the State plan, and can provide, equivalent training at less cost, or services or equipment not available in public institutions.

REQUIRED USE OF STATE ALLOTMENTS

Section 107.—Under section 4(b) of existing law, at least one-fourth of each State's allotment was required to be used for programs involving full-time vocational study or for the construction of facilities utilized exclusively for vocational education programs ("area vocational education school facilities"), and at least 3 percent of a State's allotment would have had to be expended for ancillary services and activities to assure quality in vocational education programs. This section of the bill repeals these provisions, substituting the requirement that, beginning with fiscal year 1970, at least 25 percent of a State's allotment under section 2(a) which is in excess of the State's allotment for the fiscal year 1969 from sums appropriated under the Vocational Education Act of 1963, the Smith-Hughes Act, and the Vocational Education Act of 1946, shall be used only for vocational education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program, and that in no event shall the amounts so used for any such fiscal year be less than 15 percent of the total allotment of such funds for each State. This requirement, however, may be waived for any State by the Commissioner for any fiscal year where he finds that the requirement imposes a hardship or is impractical in its application. In addition, this section of the bill requires an identical earmarking of funds for vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market, which requirement may also be waived for any State by the Commissioner where he finds that the requirement imposes a hardship or is impractical in its application.

ALLOWING CONTRACTING AND DISSEMINATION OF INFORMATION AND EXPANSION OF PROGRAM UNDER SECTION 4(c)

Section 108.—Under section 4(c) of the Vocational Education Act of 1963, 10 percent of the sums appropriated under section 2 are to be used by the Commissioner to make grants to colleges and universities, other public or nonprofit private agencies, to State boards, and with the approval of the State board to local educational agencies or to make contracts with private agencies for (1) research and training; (2) experimental, developmental, or pilot programs to meet, the special vocational needs of youths. This section of the bill, effective July 1, 1969, would amend 4(c) to add the additional objective of the "dissemination of information" derived from authorized programs of research and demonstration in the field of vocational education. In addition, this section would amend 4(c) to require that 50 percent of the sums reserved would be allocated among the States in the same manner as required by the allotment formula under section 3, and the sums so allotted to be used by State boards of vocational education for paying up to 75 percent of the cost of State research coordination units, and up to 90 percent of the cost of research and demonstration programs which have been recommended by State research coordination units or by the State advisory council established by section 110, infra.

MATCHING OF SECTION 2(b) FUNDS

Section 109.—Amends section 4 of the Vocational Education Act of 1963 to provide that allotments to States from sums appropriated under section 2(b) may be used at the discretion of the Commissioner for paying all or part of the expenditures of the States for programs for which such allotments are made.

STATE ADVISORY COUNCIL

Section 110.—Amends section 5 of the Vocational Education Act of 1963 to require States who desire to receive allotments of Federal funds under the Vocational Education Act of 1963 to establish a State advisory council which is appointed by the Governor and includes as members (1) a person or persons familiar with the vocational education needs and problems of management and labor in the State; (2) a person or persons representative of junior colleges, technical institutes, or other institutions of higher and postsecondary education which provide programs of technical or vocational education and training; (3) a person or persons familiar with the administration of State and local vocational education programs; (4) a person or persons familiar with programs of technical-vocational education and training, including the programs in comprehensive high schools and area vocational schools; (5) a person or persons having professional competence in dealing with handicapped persons; (6) a person or persons representative of local educational agencies; (7) a person or persons representing manpower and vocational education agencies in the State, including persons from the cooperative area manpower planning system of the States; (8) a person or persons representing school systems with large concentrations of socially, academically, economically, and culturally disadvantaged students; (9) persons representative of the general public (including persons representative of and knowledgeable about the poor and disadvantaged) who are not qualified for membership under (1)–(7) constituting no less than one-third of the total membership.

This section further specifies the functions of the State advisory council to be: (1) to advise the State board on the development and policy matters arising in the administration of the State plan, including preparation of long-range and annual program plans, (2) to review annual program evaluations prepared by the State board, (3) to advise the State board on the allocation of State funds among the various uses set forth in section 4(a) and sections 21–30 of this title of the Vocational Education Act of 1963, and to local education agencies, (4) to evaluate vocational education programs, services, and activities assisted under this title of the Vocational Education Act of 1963, and (5) to prepare and submit through the State board to the Commissioner and to the National Advisory Council on Vocational Education an annual evaluation report accompanied by additional comments of the State board as such board deems appropriate.

Further, this section of the bill authorizes the State advisory council to engage such technical and secretarial assistance as may be required to carry out the functions, and the Commissioner is authorized by regulation to pay to each advisory council an amount equal to the reasonable amount expended by it in carrying out its functions. In no case shall such amount be in excess of an amount equal to 1 percent of the State's allotment under section 3 or $50,000, whichever is less.

ALLOCATIONS WITHIN STATES

Section 111.—Amends section 5(a)(2) of the Vocational Education Act of 1963 to emphasize the need for giving due consideration in providing vocational education programs and services to "new and emerging needs and opportunities on the local, State, and National levels" with respect to occupational training, and by emphasizing those provisions in the existing law which provide that Federal funds should increase the amount available for vocational education programs, to furnish all persons in all communities in the State vocational training suited to their needs by substituting the following descriptive language: "needs of all population groups in all geographical areas and communities in the State, particularly persons with academic, socioeconomic, or other handicaps that prevent them or will likely prevent them from being readily employable."

Finally, this section provides that Federal funds made available will not be allocated to local educational agencies in a manner which ignores the relative ability of the local vocational education agency within the State to provide the financial and other resources necessary to meet the vocational education needs in the area or community served by such agency, or which ignores the results of evaluation of State and local vocational education programs and services in the light of information regarding current and projected manpower needs and job opportunities. (See sec. 5(a) (2) and (9).)

COOPERATIVE ARRANGEMENTS WITH OTHER AGENCIES

Section 112.—Amends section 5(a)(4) of the Vocational Education Act of 1963 so that in addition to provisions in a State plan for entering into cooperative arrangements with a system of public employment offices in the State with respect to obtaining occupational information, provision may also be made for cooperative arrangements with other agencies, organizations, and institutions concerned with manpower needs and job opportunities such as institutions of higher education, model city, and community action organizations.

ADDITIONAL STATE PLAN REQUIREMENTS

Section 113.—Amends section 5(a) of the Vocational Education Act of 1963 so as to require the inclusion of the following in State plans: (1) effective uses of research, demonstration, and training programs provided in part B; (2) consideration to be given to the relative ability of the local education agency within the State to provide the financial and other resources necessary to meet the vocational needs in the area or community served by such agency, particularly those in economically depressed or high unemployment areas; (3) public access to the State plan, policies, statements, rules, regulations, and procedures used by the State board in its administration of the vocational education programs authorized; (4) provision that grants made from sums appropriated under section 2(b) shall be allocated within the State to areas with a high concentration of youth unemployment and school dropouts and be made only to support programs that provide for the participation of students not enrolled in public schools to the extent that there are numbers of students enrolled in nonpublic schools in the area to be served whose educational needs are of the type which the program or project involved is to meet, and that effective policies and procedures will be adopted which assure Federal funds made available in such programs will not be commingled with State or local funds; (5) an annual program plan prepared by the State board in consultation with the State advisory council setting forth program content, allocation of funds, the conformity of the annual plan to long-range program planning as well as the extent of conformity to the findings and recommendations of the State's advisory council in its most recent evaluation report; (6) a long-range program plan for vocational education or revision of such plan by the State board in consultation with the State advisory council; (7) provisions designed to assure that applications from local education agencies for funding of programs will include a comprehensive plan relating to the local cooperative area manpower planning system of the States (if any), and indicating to what extent the program and activities will meet local vocational education needs; and (8) provisions assuring that funds authorized by the Vocational Education Act of 1963, as amended, with the exception of home economics under section 26, will not be used for any program of vocational education which does not (a) prepare students for employment in such a manner that they are considered by potential employers to be more desirable as employees than others of similar age, ability, and years in schools who were not enrolled in such a program; or (b) be necessary to prepare individuals for successful completion of such a program as is described in (a); or (c) be of significant assistance to individuals enrolled in the program in making an informed and meaningful occupational choice.

Section 114.—Makes technical changes to section 5 of the Vocational Education Act of 1963 to subsection references, conforming them to the changes made by this act.

PAYMENTS TO STATES

Section 115.—Consistent with the changes made in section 6 of the Vocational Education Act of 1963 pursuant to section 105, supra, paragraph (d) of said section 6 is redesignated as the only paragraph in section 6 and rewritten so as to provide that the Commissioner may make payments of funds allotted to a State, to the State board or to a local education agency or other agency, organization or institution, as appropriate, in installments and in advance, or by way of reimbursement with necessary adjustments on account of overpayments or underpayments for programs authorized under all parts of title I of the Vocational Education Act of 1963 as amended by this act.

REVISION OF DEFINITIONS

Section 116.—Amends section 8 of the Vocational Education Act so as to make the definitions not only applicable to part A, but to the entire title which includes programs added by this act; amends the definition of vocational education to include, in addition to individual vocational guidance and counseling in connection with training, "group counseling" and "job placement"; broadens the term "vocational guidance and counseling" to include the purpose of facilitating occupational choices. Also, the section strikes the word "area" from the defined term "area vocational education school." The section further defines the new term "private vocational training institution". The phrase "including any program designed to fit individuals for gainful employment in business and office occupations, and any program designed to fit individuals for gainful employment which may be assisted by Federal funds under the Vocational Education Act of 1946 and supplementary vocational education acts," is deleted from the definition of vocational education as those terms are covered by the broad definition of vocational education. This section defines "State board" as a State board designated or created by State law as the sole agency responsible for the administration of vocational education, or for supervision of the administration thereof by local educational agencies in the State.

USES OF FUNDS APPROPRIATED UNDER SMITH-HUGHES ACT

Section 117.—This section provides that effective July 1, 1970, sections 10 and 11 of the Vocational Education Act of 1963 are deleted and that, in lieu thereof, a new section 10 is substituted which provides that funds appropriated pursuant to the first section of the Smith-Hughes Act shall be considered as funds appropriated pursuant to section 2 of this act.

REPEAL OF EXISTING RESIDENTIAL SCHOOL PROVISIONS

Section 118.—Repeals section 14 of the Vocational Education Act of 1963, which section authorized demonstration residential vocational education schools.

TITLE II—NEW AND EXPANDED PROGRAMS AND PROJECTS IN VOCATIONAL EDUCATION

Section 201.—Amends the Vocational Education Act of 1963 by inserting following section 17 a new part B with sections and provisions as follows:

PART B—EDUCATION FOR A CHANGING TECHNOLOGY

FINDINGS AND PURPOSE

Section 21.—Contains the congressional finding that it is necessary to reduce the high level of youth unemployment by developing methods for preparing for occupations the two out of three young people who end their education at or before the completion of high school. The congressional purpose is stated to be, to stimulate, through Federal financial support, the establishment between "school" and "earning" appropriate "bridges" for young people who are still in school or who have left school by graduating or by dropping out, and to promote cooperation between public education, manpower agencies, and private business and industry.

EXEMPLARY AND INNOVATIVE PROGRAMS AND PROJECTS IN VOCATIONAL EDUCATION

Section 22.—Authorizes $15 million for the fiscal year ending June 30, 1969, and $25 million for the fiscal year ending June 30, 1970, to be used by the Commissioner for making grants to or contracts with State boards or with local educational agencies for the conduct of programs or projects of an exemplary and innovative nature in the occupational educational fields to serve as models for use in regular vocational education programs.

From the sums appropriated, 3 percent is reserved for apportionment among Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands, according to their respective needs.

Ten percent is reserved for use by the Commissioner for the funding of programs determined to have beneficial applications or directed to innovations which are both regional or national in their implications and would not be practicable to be undertaken by any one State. The remainder of the sums are allocated to the States first; $200,000 to each State and the remainder on a formula using relative population of ages 15 through 19.

Provision is made for a reallotment of unused funds among other States which are determined to be able to use, without delays, reallotted funds for the purposes of this section. Provides that funds which are reserved pursuant to this section by the Commissioner for any project or activities pursuant to an approved State plan shall remain available until expended, notwithstanding any other provision of law. Provides that for the purposes of the allotment formula to the States previously described herein, the term "State" does not include Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands.

In addition, this section provides that State allocations may be used as determined by the State board to pay the cost of (1) planning and developing exemplary and innovative programs, and (2) establishing, operating, and evaluating exemplary and innovative educational programs designed to serve as models for vocational education programs and designed to broaden occupational aspirations and opportunities for youths, giving special emphasis to youths who have academic, socioeconomic, or other handicaps.

Programs or projects developed by State boards may include (1) those designed to familiarize elementary and secondary students with a broad range of occupations for which special skills are required and the requisite for careers in such occupations; (2) projects providing educational experiences through work during the school year or during the summer; (3) intensive occupational guidance and counseling during the last years of school and for initial job placement; (4) programs or projects designed to broaden or strengthen vocational education curriculums; (5) exchanges of personnel between schools and other agencies, including manpower agencies and industry; (6) projects on a part-time basis for young workers to increase their educational attainment; and (7) projects at the high school level to motivate and provide preprofessional preparation for potential teachers of vocational education.

Provisions of this section preclude financial assistance for any program or project for more than a period of 3 years.

This section further provides the Commissioner shall consult with other Federal departments and agencies administering programs which may be coordinated effectively with a program carried out pursuant to this section and, to the extent practicable, shall (1) coordinate programs on the Federal level with the programs being administered by such other departments; (2) require that effective procedures be adopted by grantees and contractors to coordinate the development and operation of programs carried out under grants or contracts pursuant to a State plan with other private and public programs having the same or similar objectives; (3) require that, to the extent consistent with the number of students enrolled in nonprofit, private schools in the area to be served whose educational needs are of the type which the program is designed to meet, appropriate provision has been made for the participation of such students; and (4) require procedures to assure that Federal funds made available to State boards under this section will not be commingled with State or local funds.

COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

Section 23(a).—Contains congressional finding that cooperative work-study programs offer advantages in preparing young people for employment, that such programs provide work experience oriented with formal education enabling students to acquire knowledge, skills, and appropriate attitudes in occupational preparation. States that it is the purpose of the section to assist the States to expand cooperative work-study programs by providing financial assistance for personnel to coordinate such programs and to provide instruction related to the work experience, including reimbursement to employers when necessary for certain added costs incurred in providing on-the-job training through work experience and including transportation and other similar service costs that the individual students may not reasonably be expected to assume while pursuing a cooperative work-study program.

Section 23(b).—Authorizes $20 million for the fiscal year ending June 30, 1969, and $50 million for the fiscal year ending June 30, 1970, for the purpose of carrying out the cooperative work-study program.

Section 23(c).—Reserves not to exceed 3 percent of the sums appropriated for apportionment among Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands, according to their respective needs. From the remainder the Commissioner is required to allocate $200,000 to each State and from the balance allocate to each State sums which bear the same ratio as the population aged 15 to 19 in the State bears to the population of such ages in all the States. In addition this subsection provides for appropriate reallotment on an equitable and reasonable basis any sums which the Commissioner determines will not be required for such fiscal year in carrying out a State's plan provided for in the following subsection (d).

Section 23(d).—Provides for the submission by the State of a State plan to be used by the State board in establishing a cooperative work-study program through local education agencies with participation of public and private employers. Such State plans must give assurance that (1) funds will be used for cooperative work-study programs which provide training opportunities that may not otherwise be available and designed to serve persons who can benefit from such programs; (2) there will be cooperation with employment agencies, labor groups, employers, and other community agencies in identifying appropriate jobs for persons who enroll in cooperative work-study programs; (3) provision will be made for reimbursement of added costs to employers for on-the-job training of students provided that such on-the-job training is related to existing career opportunities susceptible of promotion and advancement and does not displace other workers who perform such work; (4) ancillary services and activities to assure quality in cooperative work-study programs; (5) priority for funding cooperative work-study programs will be given to areas that have high rates of school dropouts and youth unemployment; (6) to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served having educational needs of the type which the program is designed to meet, provision has been made for such students to participate; and (7) Federal funds are not commingled with State or local funds. The Commissioner is required to approve a State plan which fulfills the conditions specified above, and the provisions of subsections (e), (f), and (g) of section 5.

Section 23(e).—Funds allocated to States for cooperative work-study programs may be used for paying all or part of the State expenditures under the State plan for any fiscal year but not to exceed its allotment for such programs.

Section 23(f).—Defines "cooperative work-study program" as meaning a program of vocational education for persons who receive instruction through a cooperative arrangement between the school and employers by alternating study in school with a job in any occupational field. The two experiences must be planned and supervised by the school and employer so that each contributes to the student's occupational education and to his employability. Under the arrangement the work periods and periods of school attendance may be on alternate half days, full days, weeks, or other periods of time in filling the cooperative work-study arrangement. But the number of hours of work shall approximately equal the number of hours spent in school for the individual to complete the cooperative work-study program.

RESIDENTIAL VOCATIONAL EDUCATION FACILITIES

Section 24(a).—Authorizes $15 million for the fiscal year ending June 30, 1969 and $15 million for the fiscal year ending June 30, 1970 for grants to the States to provide residential vocational education facilities; provides for allotment to each State from the amount appropriated an amount which bears the same ratio to the total appropriation as the population of each State bears to the population of all of the States; provides that for the purpose of this section the term "State" does not include Guam, American Samoa, the Virgin Islands, and the Trust Territories of the Pacific Islands; provides that the State allotment for fiscal year ending June 30, 1969 shall be available for payment to applicants with approved applications in that State during such year and the next fiscal year; provides for appropriate reallotment among the States of any unused amounts alloted.

Section 24(b).—Provides that funds allotted to the States shall be used by the State or with the approval of the State board by public education agencies, organizations, or institutions within such State to pay the Federal share of planning, constructing, and operating residential vocational education facilities for youths 14–21 years of age, both inclusive. Provides that special consideration shall be given to needs in geographic areas having substantial or disproportionate numbers of youths who have dropped out of school or are unemployed; provides that the Federal share of the cost of planning, constructing, and operating such facilities shall not exceed 90 percent.

Section 24(c).—Provides that the State plan for the residential vocational education program shall set forth the policies and procedures to be used by the State in determining the size and location of such facility and must assure: (1) adequate provision will be made for the appropriate selection without regard to sex, race, color, religion, national origin or place of residence within the State of students needing education and training at such facilities, (2) maintenance of the facility for conducting residential vocational education programs, (3) occupational offering will include fields for which available labor market analyses indicate a present or continuing need for trained manpower and that the course offerings will prepare enrollees for entry into employment or advancement in such fields and (4) no fees, tuitions, or other charges will be required of students using the facilities.

Section 24(d).—Defines the term "residential school facility" and the term "operation".

CONSTRUCTION OF RESIDENTIAL VOCATIONAL EDUCATION SCHOOLS AND DORMITORIES

Section 25(a).—Authorizes the Commissioner to make annual grants to State boards, to colleges and universities, and with the approval of the appropriate State board, to public education agencies, organizations, or institutions to reduce the cost to such institutions of borrowing funds for the construction of residential schools and dormitories in providing vocational education for youths 14 years of age, but less than 21 years of age, at the time of enrollment. The Commissioner is to give special consideration to the needs of urban and rural areas having substantial numbers of youths who have dropped out of school or are unemployed and shall seek to attain an equitable geographical distribution of such schools.

Section 25(b).—Annual grants under this section are to be made over a fixed period not exceeding 40 years as provided in a contract guaranteeing their payment for such period. Such grants shall be in an amount equal to the difference between (1) the average annual debt service required to be paid and, (2) the average annual debt service during the life of the loan if the applicable interest rate were 3 percent per annum.

Section 25(c).—Precludes the Commissioner from entering into any grants or contracts under this section if the amount borrowed is in excess of the total cost of the construction of the facility or if the construction will be undertaken in an uneconomical manner or will be of an elaborate or extravagant design.

Section 25(d).—Authorizes appropriations as may be necessary for the payment of the annual grants pursuant to this section, but limits contracts for annual grants to the aggregate amount provided for in appropriation acts and further limits the total amounts of annual grants which may be paid in any year pursuant to contracts to a maximum of $5 million which shall be increased by $5 million on July 1, 1969.

CONSUMER AND HOMEMAKING EDUCATION

Section 26(a).—Authorizes an appropriation of $15 million for the fiscal year ending June 30, 1970 to carry out the purposes of this section. From the sums appropriated, the Commissioner is required to allot to each State an amount computed in the same manner as allotments to States under section 3, except that 100 percent of the amount appropriated pursuant to this section shall be allotted among the States. The Commissioner is given appropriate authority to reallot among the States any sums allotted to States but unused.

Section 26(b).—Provides that for the purposes of this section the State shall submit a plan setting forth a program under which the Federal funds will be expended for educational programs in home economics which encourage greater consideration to social and cultural conditions and needs, particularly in economically deprived areas, and to encourage preparation for professional leadership and to programs which are designed for youths and adults preparing them for the role of homemaker or which contribute to the employability of such youths and adults through preparation for the dual role of homemaker and wage earner. In addition, funds may be used to provide ancillary services and activities to assure quality in all homemaking education programs.

Section 26(c).—Provides that the Federal share of program costs shall be 50 percent of the amount expended by the State, except that for the fiscal years ending June 30, 1970 and June 30, 1971, the Federal share shall equal 90 percent of the expenditures in areas described in the following subsection (d), provided that no State shall receive payments in excess of its allotment.

Section 26(d).—Requires that at least one-third of the Federal funds made available under this section shall be used in economically deprived areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

CURRICULUM DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION

Section 27(a).—Contains the findings of Congress to the effect that curriculum development in vocational education has been complicated by the diversity of occupational objectives, variations due to geography, differing educational levels and types of programs, and by a wide range of diverse occupations. Sets forth the purpose of the section to enable the Commissioner to provide assistance to States and local educational agencies in the development of curricula for new and changing occupations, and to coordinate improvements in and the dissemination of existing curriculum materials.

Section 27(b).—Authorizes appropriations of $7 million for the fiscal year ending June 30, 1969, and $10 million for the fiscal year ending June 30, 1970, to carry out the purposes of this section.

Section 27(c).—Authorizes the Commissioner to use the funds appropriated, after consultation with the appropriate State agencies and the National Advisory Council, to make grants to or contracts with State boards, colleges or universities, and other public or nonprofit private agencies or contracts with public or private agencies or organizations to (1) promote development and dissemination of vocational education curriculum materials, (2) develop standards for curriculums development in all occupational fields, (3) coordinate efforts of the States in this area and prepare current lists of curriculum materials available in all occupational fields, (4) survey curriculum materials produced by other agencies of the Government, (5) evaluate vocational-technical education curriculum materials, and (6) train personnel in curriculum development. In addition, this subsection defines "curriculum materials".

NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Section 28(a).—Creates a National Advisory Council on Vocational Education, consisting of 15 members appointed by the President for 3-year terms without regard to the civil service laws. Initial appointments shall be for shorter terms as prescribed by this section in order to provide for staggered terms. Not more than five regular full-time Federal or State employees may serve on the Council at any one time.

This section further provides that the President shall designate the Chairman from among the non-Government Council members and that, to the extent possible, the Council shall include persons, familiar with vocational education needs and the problems of management and labor, familiar with manpower problems and administration of manpower programs, knowledgeable about the administration of State and local vocational education programs, familiar with problems of the handicapped, representative of local educational agencies, and other persons with special knowledge or experience with respect to vocational education and, finally, not less than five persons representative of the general public. The Council shall meet at the call of the Chairman, but not less than four times a year.

Section 28(b).—Provides that the Council shall advise the Commissioner in the preparation of general regulations and with respect to policy in the administration of this title.

Section 28(c).—Provides that the Council shall review the administration and operation of vocational education programs under this title, making recommendations with respect thereto and annual reports of its findings.

Section 28(d).—Provides that members of the Council, not in the regular full-time employ of the United States shall, while serving on the business of the Council, be entitled to receive compensation at the rates fixed by the Secretary, but not exceeding the rate specified for a grade GS-18, including travel time and per diem allowances as authorized in section 5703 title V, U.S.C. for persons in Government service employed intermittently.

Section 28(e).—Authorizes the Council to engage technical assistance as may be required to carry out its functions without regard to the civil service laws and, for this purpose, authorizes an appropriation of $100,000, for fiscal year 1969 and $150,000 for the fiscal year ending June 30, 1970.

COLLECTION AND DISSEMINATION OF INFORMATION

Section 29(a).—Authorizes the Commissioner to (1) collect data and information on programs qualifying for assistance under this title for the purpose of obtaining objective measurements of their effectiveness in accomplishing the title's purposes, (2) disseminate to state boards, local educational agencies, and other appropriate institutions catalogs, reviews, bibliographies, abstracts, research and experimentation analyses, and other comparable materials, (3) upon request, provide advice, counsel, technical assistance and demonstrations to State boards, local educational agencies, or institutions of higher education, initiating or operating programs under this title, (4) disseminate to State boards, local educational agencies, and other appropriate agencies, an annual report on the programs carried out pursuant to this title, and (5) enter into contracts with public or private agencies, organizations, groups, or individuals to enable carrying out of the provisions of this section.

Section 29(b).—Authorizes such sums as may be necessary to carry out the provisions of this section for the fiscal year ending June 30, 1969, and for each fiscal year thereafter.

STATE ADMINISTRATIVE EXPENSES

Section 30.—Authorizes the Commissioner to pay to each State such amounts as are necessary to cover administrative expenses incurred in the performance of duties under this part and of the duties related to programs and projects supported with funds under section 2(b), but in no case may the total of such payments to any State for any fiscal year exceed 3 percent of the amount paid to that State under this part for such year, or $50,000, whichever is greater.

TITLE III.—VOCATIONAL EDUCATION LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Section 301.—Amends the Higher Education Act of 1965 by adding the following new part at the end of Title V: the Education Professions Development Act:

PART F.—TRAINING AND DEVELOPMENT PROGRAMS FOR VOCATIONAL EDUCATION PERSONNEL

STATEMENT OF PURPOSE

Section 551.—Provides that the purpose of this part is to furnish opportunities for experienced vocational educators to spend full time in advanced study of vocational education for up to 3 years, furnish opportunities to update the occupational competencies of vocational education teachers through exchanges of personnel between vocational education programs and commercial, industrial, or other public or private employment related to appropriate occupational training fields, and to furnish programs of inservice teacher education and short-term institutes for vocational education personnel.

LEADERSHIP DEVELOPMENT AWARDS

Section 552(a).—Provides, for the purpose of meeting the need, in all the States, for qualified vocational education personnel, the Commissioner shall make available leadership development awards upon his determination that (1) persons selected for awards have at least 2 years of experience in vocational education, or in the case of researchers, experience in social science research which is applicable to vocational education (2) such award recipients are currently employed or are reasonably assured of employment in vocational education and have at least satisfactorily completed a baccalaureate degree program or (3) persons selected for awards are recommended by their employer or other appropriate persons as having leadership potential in the field of vocational education and are eligible for admission as a graduate student to a program of higher education approved by the Commissioner as provided under subsection (b) of this section.

Section 552(b).—Authorizes the Commissioner to pay stipends to persons selected for leadership development awards which he determines to be consistent with prevailing practices under comparable federally supported programs. The subsection further authorizes the Commissioner to pay to the institution of higher education at which such person is pursuing his course of study an amount determined by the Commissioner to be consistent with the prevailing practices under comparable federally supported programs, not to exceed $3,500 per academic year less any amount charged such person for tuition and nonrefundable fees and deposits.

Section 552(c).—Authorizes the Commissioner to approve the vocational education leadership development program of an institution of higher education only when (1) such institution offers a comprehensive program in vocational education with adequate supporting services (2) such program is designed to further substantially the objective of improving vocational education (3) such programs are conducted by a school of graduate study in the institution of higher education and lead to an advanced degree (4) such program is also approved by the State board for vocational education in the State where the institution is located.

Section 552(d).—Requires the Commissioner to apportion leadership development awards equitably among the States, taking into account such factors as the State's vocational education enrollments, and the incidence of youth unemployment and school dropouts in the State.

Section 552(e).—Provides that leadership development awards recipients shall continue to receive their stipends provided in subsection (b) only during such periods as they are maintaining satisfactory proficiency in, and devoting essentially full-time to, study or research in the field of vocational education in an institution of higher education and are not engaging in gainful employment other than part-time employment by such institution in teaching, research, or similar activities.

EXCHANGE PROGRAMS, INSTITUTES, AND INSERVICE EDUCATION FOR VOCATIONAL-EDUCATION TEACHERS, SUPERVISORS, COORDINATORS, AND ADMINISTRATORS

Section 553(a).—Authorizes the Commissioner to make grants to State boards to pay the cost of carrying out cooperative arrangements for the training of experienced vocational education personnel. Such arrangement may be between schools offering vocational education and private business or industry, commercial enterprises, or with other educational institutions (including those for the handicapped and delinquent).

Section 553(b).—Provides that grants under this section may be used for projects and activities involving (1) exchange of vocational education teachers and other staff members with skilled technicians or supervisors in industry (2) inservice training programs for vocational education teachers and other staff members (3) short-term or regular-session institutes designed to improve the qualifications of vocational educators except that such funds may not be used for seminars, symposia, workshops, or conferences unless these are part of a continuing program of inservice or preservice training.

Section 553(c).—Provides that grants may be made only upon application to the Commissioner setting forth appropriate information which the Commissioner cannot approve unless the application (1) sets forth a program for carrying out one or more projects or activities which meet the requirements of paragraph (b) and provides for methods to assure proper and efficient operation of the program, (2) prescribes procedures which assure Federal funds will be used to supplement and to the extent practicable, increase the level of funds available for these persons and in no case supplant such funds, (3) provides for appropriate control and accounting procedures, and (4) provides for making appropriate report to enable the Commissioner to carry out his functions under this section.

FAMILIARIZING TEACHERS WITH NEW CURRICULAR MATERIALS

Section 554.—Provides that in approving training and development programs for vocational education personnel special consideration shall be given to programs designed to familiarize teachers with new curricular materials.

Section 555.—Authorizes appropriation of $25 million for the fiscal year ending June 30, 1969, and $35 million for fiscal year ending June 30, 1970.

TITLE IV.—MISCELLANEOUS

SPECIAL STUDY

Section 401.—Authorizes and directs the Commissioner of Education to make a study of the means by which the existing Job Corps facilities and programs might most effectively and expeditiously be transferred to State or joint Federal-State operation in conjunction with the program of residential vocational schools authorized by section 14 of the Vocational Education Act of 1963 and in connection with this study directs the Commissioner to consult with other Federal officers, State boards of vocational education, and such other individuals and organizations as he may deem necessary for the study and report to the appropriate committees of the Congress no later than January 15, 1969, his findings and recommendations.

ADEQUATE LEADTIME AND PLANNING AND EVALUATION

Section 402.—Amends section 401 of the Elementary and Secondary Education Amendments of 1967 so as to authorize advanced funding for the Vocational Education Act of 1963.

REDUCING AGE LIMIT IN ADULT EDUCATION PROGRAM

Section 403.—Provides, effective with respect to appropriations for the fiscal years beginning with fiscal year 1970, adult education programs supported by title III of Public Law 89-750 may include enrollees 16 years and older.

REPEAL OF VOCATIONAL EDUCATION ACT OF 1946; TECHNICAL AMENDMENTS RELATED THERETO AND USE OF SMITH-HUGHES ACT FUNDS

Section 404.—Effective July 1, 1969, the following acts are repealed: The Vocational Education Act of 1946 (that is the act of June 8, 1936, as amended, 20 U.S.C. 15i–15m, 15o–15q, 15aa–15jj, 15aaa–15ggg), section 1 of the act of March 3, 1931, relating to vocational education in Puerto Rico (20 U.S.C. 30), the act of March 18, 1950, relating to vocational education in the Virgin Islands (20 U.S.C. 31–33), section 9 of the act of August 1, 1956, relating to vocational education in Guam (20 U.S.C. 34), and section 2 of the act of September 25, 1962, relating to vocational education in American Samoa (48 U.S.C. 1667).

EFFECTIVENESS OF CERTAIN AMENDMENTS

Section 405.—Provides that the amendments made by this act to section 5 of the Vocational Education Act of 1963 shall not, during the fiscal year ending June 30, 1969, apply with respect to programs which are continuations of programs carried on under the State's plan during the preceding fiscal year.

CHANGES IN EXISTING LAW MADE BY THE BILL, AS REPORTED

In compliance with clause 3 of rule XIII of the Rules of the House of Representatives, changes in existing law made by the bill, as reported, are shown as follows (existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman):

VOCATIONAL EDUCATION ACT OF 1963

(Public Law 88-210)

An act to strengthen and improve the quality of vocational education and to expand the vocational education opportunities in the Nation, to extend for 3 years the National Defense Education Act of 1958 and Public Laws 815 and 874, 81st Congress (federally affected areas), and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

TITLE I—VOCATIONAL EDUCATION

PART A—[VOCATIONAL EDUCATION] *GRANTS FOR COMPREHENSIVE PROGRAMS*

DECLARATION OF PURPOSE

SECTION 1. It is the purpose of this part to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

[AUTHORIZATION OF APPROPRIATIONS

[SEC. 2. There are hereby authorized to be appropriated for the fiscal year ending June 30, 1964, $60,000,000, for the fiscal year ending June 30, 1965, $118,500,000, for the fiscal year ending June 30, 1966, $177,500,000, and for the fiscal year ending June 30, 1967, and each fiscal year thereafter, $225,000,000, for the purpose of making grants to States as provided in this part.]

AUTHORIZATION OF APPROPRIATIONS

SEC. 2. (a) There are hereby authorized to be appropriated for the fiscal year ending June 30, 1969, $355,000,000 and for the fiscal year *ending June 30, 1970, and each succeeding fiscal year, $565,000,000, for the purpose of making grants to States as provided in this part.*

(b) There are hereby also authorized to be appropriated for the fiscal year ending June 30, 1969, and the succeeding fiscal year, $40,000,000, for the purpose of making grants to the States pursuant to section 4(a)(4)(A). For the fiscal year ending June 30, 1971, and the two succeeding fiscal years, only such sums may be appropriated under this subsection as the Congress may hereafter authorize by law.

ALLOTMENTS TO STATES

[SEC. 3. (a) Ninety per centum of the sums appropriated pursuant to section 2 shall be allotted among the States on the basis of the number of persons in the various age groups needing vocational education and the per capita income in the respective States as follows: The Commissioner shall allot to each State for each fiscal year—]

SEC. 3. (a)(1) From the sums appropriated pursuant to section 2(a) the Commissioner shall first reserve an amount, not to exceed $5,000,000 in any fiscal year, for transfer to the Secretary of Labor to finance (upon terms and conditions mutually satisfactory to the Commissioner and the Secretary of Labor) national, regional, State, and local studies and projections of manpower needs for the use and guidance of Federal, State, and local officials, and of advisory committees, charged with responsibilities under this title.

(2) Ninety per centum of the remainder of the sums appropriated pursuant to section 2(a) and all of the sums appropriated pursuant to section 2(b) shall be allotted among the States on the basis of the number of persons in the various age groups needing vocational education and the per capita income in the respective States as follows: The Commissioner shall allot to each State for each fiscal year—

[(1)]*(A)* An amount which bears the same ratio to 50 per centum of the sums so appropriated for such year, as the product of the population aged fifteen to nineteen, inclusive, in the States in the preceding fiscal year and the State's allotment ratio bears to the sum of the corresponding products for all the States; plus

[(2)]*(B)* An amount which bears the same ratio to 20 per centum of the sums so appropriated for such year, as the product of the population aged twenty to twenty-four, inclusive, in the State in the preceding fiscal year and the State's allotment ratio bears to the sum of the corresponding products for all the States; plus

[(3)]*(C)* An amount which bears the same ratio to 15 per centum of the sums so appropriated for such year, as the product of the population aged twenty-five to sixty-five, inclusive, in the State in the preceding fiscal year and the State's allotment ratio bears to the sum of the corresponding products for all the States; plus

[(4)]*(D)* An amount which bears the same ratio to 5 per centum of the sums so appropriated for such year, as the sum of the amounts allotted to the State under paragraphs [(1), (2), and (3)] *(A)*, *(B)*, and *(C)* for such year bears to the sum of the amounts allotted to all the States under paragraphs [(1), (2), and (3)] *(A)*, *(B)*, and *(C)* for such year.

(b) The amount of any State's allotment under subsection (a) for any fiscal year which is less than $10,000 shall be increased to that amount, the total of the increases thereby required being derived by proportionately reducing the allotments to each of the remaining States under such subsection, but with such adjustments as may be necessary to prevent the allotment of any of such remaining States from being thereby reduced to less than that amount.

(c) The amount of any State's allotment under subsection (a) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the State's plan approved under section 5 shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, [to other States in proportion to the original allotments to such States under such subsection for such year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use under the approved plan of such State for such year and the total of such reductions shall be similarly reallotted among the States not suffering such a reduction,] *and on the basis of such factors as he determines to be equitable and reasonable, to other States which, as determined by the Commissioner, are able to use without delay any amounts so reallotted for the uses set forth in section 4(a), except that funds appropriated under section 2(b) may be reallotted only the use set forth in section 4(a)(4)(A). Any amount reallotted to a State under this subsection during such year shall be deemed part of its allotment under subsection (a) for such year.* Any amount reallotted to a State under this subsection during such year shall be deemed part of its allotment under subsection (a) for such year.

(d)(1) The "allotment ratio" for any State shall be 1.00 less the product of (A) .50 and (B) the quotient obtained by dividing the per captita income for the State by the per capita income for all the States (exclusive of Puerto Rico, Guam, American Samoa, [and the Virgin Islands] *the Virgin Islands, and the Trust Territory of the Pacific Islands*), except that (i) the allotment ratio shall in no case be less than .40 or more than .60, and (ii) the allotment ratio for Puerto Rico, Guam, American Samoa, [and the Virgin Islands] *the Virgin Islands, and the Trust Territory of the Pacific Islands* shall be .60.

(2) The allotment ratios shall be promulgated by the Commissioner for each fiscal year, between July 1 and September 30 of the preceding fiscal year, except that for the fiscal year ending June 30, 1964, such allotment ratios shall be promulgated as soon as possible after the enactment of this part. Allotment ratios shall be computed on the basis of the average of the per capita incomes for a State and for all the States (exclusive of Puerto Rico, Guam, American Samoa, [and the Virgin Islands] *the Virgin Islands, and the Trust Territory of the Pacific Islands*, for the three most recent consecutive fiscal years for which satisfactory data is available from the Department of Commerce.

(3) The term "per capita income" for a State or for all the States (exclusive of Puerto Rico, Guam, American Samoa, [and the Virgin Islands] *the Virgin Islands, and the Trust Territory of the Pacific Islands*) for any fiscal year, means the total personal income for such State, and for all such States, respectively, in the calendar

year ending in such fiscal year, divided by the population of such State, and of all such States, respectively, in such fiscal year.

(4) The total population and the population of particular age groups of a State or of all the States shall be determined by the Commissioner on the basis of the latest available estimates furnished by the Department of Commerce.

USES OF FEDERAL FUNDS

SEC. 4. (a) Except as otherwise provided in [subsection (b), a State's allotment under section 3 may be used, in accordance with its approved State plan, for any or all of the following purposes]: *subsections* [(b) and (c),] *(b), (c), and (d), allotments to States under section 3 may be used, in accordance with approved State plans, for paying 100 per centum of the expenditures of the Trust Territory of the Pacific Islands and American Samoa, and not to exceed 50 per centum of the expenditures of other States, for any or all of the following purposes*

(1) Vocational education for persons attending high school;

(2) Vocational education for persons who have completed or left high school and who are available for full time study in preparation for entering the labor market;

(3) Vocational education for persons (other than persons who are receiving training allowances under the Manpower Development and Training Act of 1962 (Public Law 87–415), the Area Redevelopment Act (Public Law 87–27), or the Trade Expansion Act of 1962 (Public Law 87–794) who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment;

(4) *(A)*. Vocational education for persons who have academic, socioeconomic, or other handicaps that present them [from succeeding in the regular vocational education program;]

(B) Vocational education for handicapped persons who because of their handicapping condition cannot succeed in the regular vocational education program without special educational assistance or who require a modified vocational education program. The term 'handicapped" means deaf, mentally retarded, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons;

(5) Construction of [area] vocational education school facilities;

(6) Vocational guidance and counseling designed to aid persons enumerated in paragraphs (1) through (4) of this subsection in the selection of, and preparation for, employment in all vocational areas;

(7) Provision of vocational training through arrangements with private vocational training institutions where such private institutions can make a significant contribution to attaining the objectives of the State plan, and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions;

[(6)] *(8)* Ancillary services and activities to assure quality in all vocational education programs, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership, including periodic evaluation of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities.

[(b) At least 33⅓ per centum of each State's allotment for any fiscal year ending prior to July 1, 1968, and at least 25 per centum of each State's allotment for any subsequent fiscal year shall be used only for the purposes set forth in paragraph (2) or (5), or both, of subsection (a), and at least 3 per centum of each State's allotment shall be used only for the purposes set forth in paragraph (6) of subsection (a), except that the Commissioner may, upon request of a State, permit such State to use a smaller percentage of its allotment for any year for the purposes specified above if he determines that such smaller percentage will adequately meet such purposes in such State.] [1]

(b) (1) At least 25 per centum of that portion of each State's allotment of funds appropriated under section 2(a) for any fiscal year beginning after June 30, 1969, which is in excess of its base allotment shall be used only for the purpose set forth in paragraph (4)(A) of subsection (a): Provided, That for any such fiscal year the amount used for such purpose shall not be less than 15 per centum of the total allotment of such funds for each State, except as any requirement under this paragraph may be waived for any State by the Commissioner for any fiscal year upon his finding that the requirement imposes a hardship or is impractical in its application.

(2) At least 25 per centum of that portion of each State's allotment of funds appropriated under section 2(a) for any fiscal year beginning after June 30, 1969, which is in excess of its base allotment shall be used only for the purpose set forth in pargaraph (2) of subsection (a): Provided, That for any such fiscal year the amount used for such purpose shall not be less than 15 per centum of the total allotment of such funds for each State, except as any requirement under this paragraph may be waived for any State by the Commissioner for any fiscal year upon his finding that the requirement imposes a hardship or is impractical in its application.

(3) As used in this subsection, the term "base allotment" means the sum of the allotments to a State for the fiscal year ending June 30, 1969, from (1) sums appropriated under section 2(a) of this Act, (2) the Smith-Hughes Act (that is, the Act approved February 23, 1917 (39 Stat. 929; 20 U.S.C. 11–15, 16–28)), (3) the Vocational Education Act of 1946, and (4) any of the supplementary vocational education Acts (including, in the case of American Samoa, section 2 of the Act of September 25, 1962, 48 U.S.C. 1667). [2]

[(c) Ten per centum of the sums appropriated pursuant to section 2 for each fiscal year shall be used by the Commissioner to make grants to colleges and universities, and other public or nonprofit private agencies and institutions, to State boards, and with the approval of the appropriate State board, to local educational agencies, to pay part of the cost of research and training programs and of experimental, developmental, or pilot programs developed by such institutions, boards, or agencies, and designed to meet the special vocational education needs of youth, particularly youths in economically depressed communities who have academic, socioeconomic, or other handicaps that present them from succeeding in the regular vocational education programs.]

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[1] **Repealed effective with respect to appropriations for the fiscal year ending June 30, 1969.**

[2] **Effective with respect to appropriations for fiscal years beginning after July 1, 1968.**

(c) (1) Ten per centum of the sums appropriated pursuant to section 2(a) for each fiscal year shall be used by the Commissioner, and allocated in accordance with paragraphs (2) and (3), to make grants to colleges and universities, and other public or nonprofit private agencies and institutions, to State boards, and with the approval of the appropriate State board, to local educational agencies, to pay part of the cost of, or to make contracts with private agencies, organizations, or institutions for (A) research and training programs, (B) experimental, developmental, or pilot programs developed by such institutions, boards, or agencies, and designed to meet the special vocational needs of youths, particularly youths in economically depressed communities who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs, or (C) for the dissemination of information derived from the foregoing programs or from research and demonstrations in the field of vocational education.

(2) Fifty per centum of the amounts made available under this section for any fiscal year shall be reserved by the Commissioner for grants and contracts in accordance with paragraph (1).

(3) The remaining 50 per centum of such amounts shall be allotted among the States on the same basis, and reallotted in the same manner, as provided under section 3 of this part, to be used by the State boards for (A) paying up to 75 per centum of the costs of State research coordination units, and (B) paying up to 90 per centum of the costs of programs and projects described in paragraph (1) which have been recommended by such units or by the State advisory council.

(d) Allotments of States under section 3 from sums appropriated under section 2(b) may be used, at the discretion of the Commissioner for paying all or part of the expenditures of the States from such allotments.

STATE PLANS

SEC. 5. (a) A State which desires to receive its allotments of Federal funds under this [part] *title* shall submit through its State board to the Commissioner a State plan, in such detail as the Commissioner deems necessary, which—

(1) designates the State board as the sole agency for administration of the State plan, or for supervision of the administration thereof by local educational agencies; [and, if such State board does not include as members persons familiar with the vocational education needs of management and labor in the State, and a person or persons representative of junior colleges, technical institutes, or other institutions of higher education which provide programs of technical or vocational training meeting the definition of vocational education in section 8(1) of this Act, provides for the designation or creation of a State advisory council which shall include such persons, to consult with the State board in carrying out the State plan;]

(2) sets forth the policies and procedures to be followed by the State in allocating each such allotment among the various uses set forth in paragraphs (1), (2), (3), (4), (5), [and (6)] *(6), (7), and (8)* of section 4(a), and in allocating Federal funds to local educational agencies in the State, which policies and procedures insure that due consideration will be given to the results of periodic evaluations of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities, *particularly new and emerging needs and opportunities on the local, State, and national levels*, and to the relative vocational education [needs of all groups in all communities in the State,] *needs of all population groups in all geographic areas and communities in the State, particularly persons with academic, socioeconomic, or other handicaps that prevent them or will likely prevent them from being readily employable*, and that Federal funds made available under this [part] *title* will be so used as to supplement and, to the extent practical, increase the amounts of State or local funds that would in the absence of such Federal funds be made available for the uses set forth in section 4(a) so that all persons in all communities of the State will as soon as possible have ready access to vocational training suited to their needs, interests, and ability to benefit therefrom, and in no case supplant such State or local funds;

(3) provides minimum qualifications for teachers, teacher trainers, supervisors, directors, and others having responsibilities under the State plan;

(4) provides for entering into cooperative arrangements with the system of public employment offices in the State, approved by the State board and by the State head of such system, looking toward such offices making available to the State board and local educational agencies occupational information regarding reasonable prospects of employment in the community and elsewhere, and toward consideration of such information by such board and agencies in providing vocational guidance and counseling to students and prospective students and in determining the occupations for which persons are to be trained; and looking toward guidance and counseling personnel of the State board and local educational agencies making available to public employment offices information regarding the occupational qualifications of persons leaving or completing vocational education courses or schools, and toward consideration of such information by such offices in the occupational guidance and placement of such persons *and further provides that in the development of vocational education programs, services and activities under this title there may be, in addition to the cooperative arrangements with other agencies, organizations, and institutions concerned with manpower needs and job opportunities, such cooperative arrangements with others, such as institutions of higher education, model city, and community action organizations;*

(5) sets forth such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to local educational agencies) under this [part] *title*;

(6) provides assurance that the requirements of section 7 will be complied with on all construction projects in the State assisted under this [part] *title*; [and]

(7) provides for making such reports in such form and containing such information as the Commissioner may reasonably require to carry out his functions under this [part] *title*, and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports [.]*;*

(8) provides that effective use will be made of the results and experience of programs and projects assisted under part B, and research, training, and experimental, developmental, and pilot programs assisted under section 4(c) of this part;

(9) provides that due consideration will be given to the relative ability of particular local educational agencies within the State, particularly those in economically depressed areas or with high rates of unemployment, to provide the financial and other resources necessary to meet the vocational education needs in the areas or communities served by such agencies;

(10) provides assurances that copies of the State plan and all statements of general policies, rules, regulations, and procedures issued by the State board in its administration of such plan will be made reasonably available to the public;

(11) provides that grants made from sums appropriated under section 2(b) shall (A) be allocated within the State to areas of high concentration of youth unemployment and school dropouts, and (B) be made only if (i) to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the program or project involved is to meet, provision has been made for the participation of such students, and (ii) effective policies and procedures will be adopted which assure that Federal funds made available under this section to accommodate students in nonprofit schools will not be commingled with State or local funds;

(12) sets forth an annual program plan, which (A) has been prepared by the State board in consultation with the State advisory council, (B) describes the content of, and allocations of funds to, programs, services, and activities to be carried out under the State plan during the following year (whether or not supported with Federal funds under this title); (C) indicates how, and to what extent, such programs, services, and activities will carry out the program objectives for the year covered by the annual plan set forth in the long-range program plan provided for in paragraph (A); (D) indicates how, and to what extent, allocations of Federal funds allotted to a State will take into consideration the criteria set forth in the State plan pursuant to paragraph (2) and paragraph (9); and (E) indicates the extent to which consideration was given to the findings and recommendations of the State advisory council in its most recent evaluation report submitted pursuant to paragraph (2)(B) of subsection (b);

(13) sets forth a long-range program plan for vocational education, or a supplement to or revision of such a program plan previously submitted as part of an approved State plan, which (A) has been prepared by the State board in consultation with the State advisory council, (B) extends over such a period of time (but not more than five years), beginning with the fiscal year for which the State plan is submitted, as the Commissioner deems necessary and appropriate for the purposes of this title, (C) describes the present and projected vocational education needs of the State in terms of the purposes of this part set forth in section 1, and the purposes set forth in part B, and (D) sets forth a program of vocational education objectives which affords satisfactory assurance of substantial progress toward meeting the vocational education needs of the State;

(14) includes provisions designed to assure that applications from local educational agencies for funds made available under this title will include a comprehensive plan, related to the local cooperative area manpower plan (if any), for meeting the vocational education needs in the area or community served by such agency; and indicate how, and to what extent, the vocational education programs, services, and activities proposed in the application will meet those needs; and

(15) includes provisions which shall assure that funds authorized by this title will not be used for any program of vocational education (except home economics) which cannot be demonstrated to (A) prepare students for employment in such a manner that they are considered by potential employers to be more desirable as employees than others of similar age, ability, and years in school who were not enrolled in such program, or (B) be necessary to prepare individuals for successful completion of such a program, or (C) be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice.

(b)(1) A State which desires to receive its allotments of Federal funds under this title for any fiscal year shall establish a State advisory council (hereinafter referred to as "State advisory council") which meets the requirements set forth in paragarph (2).

(2) The State advisory council, established pursuant to paragraph (1), shall be appointed by the Governor and shall—

(A) include as members (i) a person or persons familiar with the vocational education needs and problems of management and labor in the State, (ii) a person or persons representative of junior colleges, technical institutes, or other institutions of higher and postsecondary education which provide programs of technical or vocational education and training (iii) a person or persons familiar with the administration of State and local vocational education programs, (iv) a person or persons familiar with programs of technical and vocational education and training, including the programs in comprehensive secondary schools and area vocational schools, (v) a person or persons having professional competence in dealing with handicapped persons, (vi) a person or persons representative of local educational agencies, (vii) a person or persons representing manpower and vocational education agencies in the State, including persons from the Coopera-

tive Area Manpower Planning System of the State, (viii) a person or persons representing school systems with large concentrations of academically, socially, economically, and culturally disadvantaged students, and (ix) persons representative of the general public (including persons representative of and knowledgeable about the poor and disadvantaged), who are not qualified for membership under clauses (i) through (vii), who shall constitute not less than one-third of the total membership;

(B) advise the State board on the development, and policy matters arising in the administration of the State plan, including the preparation of long-range and annual program plans pursuant to paragraphs (12) and (13) of subsection (a), review annual program evaluations prepared by State boards, and advise the State board on the allocation of Federal funds among the various uses set forth in section 4(a) and sections 21 through 30 of this title and to local educational agencies pursuant to paragraph (5) of subsection (a);

(C) evaluate vocational education programs, services, and activities assisted under this title in the State;

(D) prepare and submit through the State board to the Commissioner and to the National Advisory Council on Vocational Education established by section 28 of this title an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate, which (i) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program objectives set forth in the long range program plan provided for in paragraph (13) of section 5(a) and the annual program plan provided for in paragraph (12) of section 5(a), and (ii) recommends such changes in such programs, services, and activities as may be warranted by the evaluations.

(3) Each council is authorized to engage such technical and secretarial assistance as may be required to carry out its functions, and the Commissioner is authorized (in accordance with regulations) to pay to each advisory council an amount equal to the reasonable amount expended by it in carrying out its functions under this title each fiscal year, except that in no case shall such amount be in excess of an amount equal to 1 per centum of the State's allotment under section 3 or $50,000, whichever is less.

(d) Federal funds made available under this part will not be allocated to local educational agencies in a manner, such as the matching of local expenditures at a percentage ratio uniform throughout the State, which fails to take into consideration the criteria set forth in section 5(a), and particularly in paragraphs (2) and (9) of said section.

[(b)] *(e)* The Commissioner shall approve a State plan which fulfills the conditions specified in [subsection (a)] *subsections (a), (b), (c), and (d)*, and shall not finally disapprove a State plan except after reasonable notice and opportunity for a hearing to the State board designated pursuant to paragraph (1) of such subsection.

[(c)]*(f)* Whenever the Commissioner, after reasonable notice and opportunity for hearing to the State board administering a State plan approved under subsection [(b)]*(e)*, finds that—

(1) the State plan has been so changed that it no longer complies with the provisions of [subsection (a)] *subsections (a), (b), (c), and (d)*, or

(2) in the administration of the plan there is a failure to comply substantially with any such provision,

the Commissioner shall notify such State board that no further payments will be made to the State under this [part] *title* (or, in his discretion, further payments to the State will be limited to programs under or portions of the State plan not affected by such failure) until he is satisfied that there will no longer be any failure to comply. Until he is so satisfied, the Commissioner shall make no further payments to such State under this [part] *title* (or shall limit payments to programs under or portions of the State plan not affected by such failure).

[(d)] *(g)* A State board which is dissatisfied with a final action of the Commissioner under subsection [(b) or (c)] (e) *or (f)* may appeal to the United States court of appeals for the circuit in which the State is located, by filling a petition with such court within sixty days after such final action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner, or any officer designated by him for that purpose. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code. Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part, temporarily or permanently, but until the filing of the record the Commissioner may modify or set aside his action. The findings of the Commissioner as to the facts, if supported by substantial evidence, shall be conclusive, but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence. The judgment of the court affirming or setting aside, in whole or in part, any action of the Commissioner shall be final, subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code. The commencement of proceedings under this subsection shall not, unless so specifically ordered by the court, operate as a stay of the Commissioner's action.

PAYMENTS TO STATES

[SEC. 6. (a) Any amount paid to a State from its allotment under section 3 for the fiscal year ending June 30, 1964, shall be paid on condition that there shall be expended for such year, in accordance with the State plan approved under section 5 or the State plan approved under the Vocational Education Act of 1946 and supplementary vocational education Acts, or both, an amount in State or local funds, or both, which at least equals the amount expended for vocational education during the fiscal year ending June 30, 1963, under the State plan approved under the Vocational Education Act of 1946 and supplementary vocational education acts.

[(b) Subject to the limitations in section 4(b), the portion of a State's allotment for the fiscal year ending June 30, 1965, and for each succeeding year, allocated under the approved State plan for each of the purposes set forth in paragraphs (1), (2), (3), (4), and (6) of section 4(a) shall be available for paying one-half of the State's expenditures under such plan for such year for each such purpose.

[(c) The portion of a State's allotment for any fiscal year allocated under the approved State plan for the purpose set forth in paragraph (5) of section 4(a) shall be available for paying not to exceed one-half of the cost of construction of each area vocational education school facility project.

[(d) Payments of Federal funds allotted to a State under section 3 to States which have State plans approved under section 5 (as adjusted on account of overpayments or underpayments previously made) shall be made by the Commissioner in advance on the basis of such estimates, in such installments, and at such times, as may be reasonably required for expenditures by the State of the funds so allotted.]

Sec. 6. Payments of Federal funds under this title to any State boards, local educational agency, or other agency, organization, or institution, may be made in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

LABOR STANDARDS

Sec. 7. All laborers and mechanics employed by contractors or subcontractors on all construction projects assisted under this part shall be paid wages at rates not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a—276a–5). The Secretary of Labor shall have with respect to the labor standards specified in this section the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (15 F.R. 3176; 5 U.S.C. 133z–15) and section 2 of the Act of June 13, 1934, as amended (40 U.S.C. 276c).

DEFINITIONS

Sec. 8. For purpose of this [part] *title*—

(1) The term "vocational education" means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work incidental thereto) under public supervision and control or under contract with a State board or local educational agency, and is conducted as part of a program designed to fit individuals for gainful employment as semiskilled or skilled workers or technicians in recognized occupations ([including any program designed to fit individuals for gainful employment in business and office occupations, and any program designed to fit individuals for gainful employment which may be assisted by Federal funds under the Vocational Education Act of 1946 and supplementary vocational education Acts, but] excluding any program to fit individuals for employment in occupations which the Commissioner determines, and specifies in regulations, to be generally considered professional [or] *and* as requiring a baccalaureate or higher degree). Such term includes vocational guid-

ance and counseling (*individually or through group instruction*), in connection with such training *or for the purpose of facilitating occupational choices*, instruction related to the occupation for which the student is being trained or necessary for him to benefit from such training, job placement, the training of persons engaged as, or preparing to become vocational education teachers, teacher-trainers, supervisors, and directors for such training, travel of students and vocational education personnel, and the acquisition and maintenance and repair of instructional supplies, teaching aids and equipment, but does not include the construction or initial equipment of buildings or the acquisition or rental of land.

(2) The term "[area] vocational education school" means—

(A) a specialized high school used exclusively or principally for the provision of vocational education to persons who are available for full-time study in preparation for entering the labor market, or

(B) the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market, or

(C) a technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market, or

(D) the department or division of a junior college or community college or university which provides vocational education in no less than five different occupational fields, under the supervision of the State Board, leading to immediate employment but not leading to a baccalaureate degree.

if it is available to all residents of the State or an area of the State designated and approved by the State Board, and if, in the case of a school, department, or division described in (C) or (D), it admits as regular students both persons who have completed high school and persons who have left high school.

(3) The term "school facilities" means classrooms and related facilities (including initial equipment) and interests in land on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public.

(4) The term "construction" includes construction of new buildings and expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees.

(5) The term "Commissioner" means the Commissioner of Education.

(6) The term "State" includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, [and American Samoa] *American Samoa, and the Trust Territory of the Pacific Islands.*

[(7) The term "State board" means the State board designated or created pursuant to section 5 of the Smith-Hughes Act (that is the Act approved February 23, 1917 (39 Stat. 929, ch. 114; 20 U.S.C. 11–15, 16–28)) to secure to the State the benefits of that Act.]

(7) The term "State board" means a State board designated or created by State law as the sole State agency responsible for the administration of vocational education, or for supervision of the administration thereof by local educational agencies, in the State.

(8) The term "local educational agency" means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program.

(9) The term "high school" does not include any grade beyond grade 12.

(10) The term "Vocational Education Act of 1946" means titles I, II, and III of the Act of June 9, 1936, as amended (20 U.S.C. 15i–15m, 15o–15q, 15aa–15jj, 15aaa–15ggg).

(11) The term "supplementary vocational education Acts" means section 1 of the Act of March 3, 1931 (20 U.S.C. 30) (relating to vocational education in Puerto Rico), the Act of March 18, 1950 (20 U.S.C. 31–33) (relating to vocational education in the Virgin Islands), and section 9 to the Act of August 1, 1956 (20 U.S.C. 34) (relating to vocational education in Guam).

(12) The term "private vocational training institution" means a business or trade school, or technical institution or other technical or vocational school, in any State, which (A) admits as regular students only persons who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by such institution; (B) is legally authorized to provide, and provides within that State, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations; (C) has been in existence for two years or has been specially accredited by the Commissioner as an institution meeting the other requirements of this subsection; and (D) is accredited (i) by a nationally recognized accrediting agency or association listed by the Commissioner pursuant to this clause, (ii) if the Commissioner determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a State agency listed by the Commissioner pursuant to this clause, and (iii) if the Commissioner determines there is no nationally recognized or State agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by him and composed of persons specially qualified to evaluate training provided by schools of that category, which committee shall prescribe the standards of content, scope, and quality which must be met by those schools and shall also determine whether particular schools meet those standards. For the purpose of this subsection, the Commissioner shall publish a list of nationally recognized accrediting agencies or associations and State agencies which he determines to be reliable authority as to the quality of education or training afforded.

ADVISORY COMMITTEE ON VOCATIONAL EDUCATION

SEC. 9. (a) There is hereby established in the Office of Education an Advisory Committee on Vocational Education (hereinafter referred to as the "Advisory Committee"), consisting of the Commissioner who shall be chairman, one representative each of the Departments of Commerce, Agriculture, and Labor, and twelve members appointed, for staggered terms and without regard to the civil service laws, by the Commissioner with the approval of the Secretary of Health, Education, and Welfare (hereinafter referred to as the "Secretary"). Such twelve members shall, to the extent possible, include persons familiar with the vocational education needs of management and labor (in equal numbers), persons familiar with the administration of State and local vocational education programs, other persons with special knowledge, experience, or qualification with respect to vocational education, and persons representative of the general public, and not more than six of such members shall be professional educators. The Advisory Committee shall meet at the call of the chairman but not less often than twice a year.

(b) The Advisory Committee shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this part, the Vocational Education Act of 1946, and supplementary vocational education Acts, including policies and procedures governing the approval of State plans under section 5 and the approval of projects under section 4(c) and section 14.

(c) Members of the Advisory Committee shall, while serving on the business of the Advisory Committee, be entitled to receive compensation at rates fixed by the Secretary, but not exceeding $75 per day, including travel time; and, while so serving away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5 of the Administrative Expenses Act of 1946 (5 U.S.C. 73b-2) for persons in the Government service employed intermittently.

[AMENDMENTS TO GEORGE-BARDEN AND SMITH-HUGHES VOCATIONAL EDUCATION ACTS

[SEC. 10. Notwithstanding anything to the contrary in title I, II, or III of the Vocational Education Act of 1946 (20 U.S.C. 15–15m (15o–15q, 15aa–15jj, 15aaa–15ggg), or in the Smith-Hughes Act (that is, the Act approved February 23, 1917, as amended (39 Stat. 929, ch. 114; 20 U.S.C. 11–15, 16–28)), or in supplementary vocational education Acts—

[(a) any portion of any amount allotted (or apportioned) to any State for any purpose under such titles, Act, or Acts for the fiscal year ending June 30, 1964, or for any fiscal year thereafter, may be transferred to and combined with one or more of the other allotments (or apportionments) of such State for such fiscal year under such titles, Act, or Acts, or under section 3 of tihs part and used for the purposes for which, and subject to the conditions under which, such other allotment (or apportionment) may be used, if the State board requests, in accordance with regulations of the Commissioner, that such portion be transferred and shows to the satisfaction of the Commissioner that transfer of such portion in the manner requested will promote the purpose of this part:

[(b) any amounts allotted (or apportioned) under such titles, Act, or Acts for agriculture may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm or of the farm home, and such education may be provided without directed or supervised practice on a farm;

[(c)(1) any amounts allotted (or apportioned) under such titles, Act, or Acts for home economics may be used for vocational education to fit individuals for gainful employment in any occupation involving knowledge and skills in home economics subjects;

[(2) at least 10 per centum of any amount so allotted (or apportioned) to a State for each fiscal year beginning after June 30, 1965, may be used only for vocational education to fit persons for gainful employment in occupations involving knowledge and skills in home economics subjects, or transferred to another allotment under subsection (a) or both.

[(d) any amounts allotted (or apportioned) under such titles, Act, or Acts for distributive occupations may be used for vocational education for any person over fourteen years of age who has entered upon or is preparing to enter upon such an occupation, and such education need not be provided in part-time or evening schools;

[(e) any amounts allotted (or apportioned) under such titles, Act, or Acts for trade and industrial occupations may be used for preemployment schools and classes organized to fit for gainful employment in such occupations persons over fourteen years of age who are in school, and operated for less than nine months per year and less than thirty hours per week and without the requirement that a minimum of 50 per centum of the time be given to practical work on a useful or productive basis, if such preemployment schools and classes are for single-skilled or semi-skilled occupation which do not require training or work of such duration or nature; and less than one-third of any amount so allotted (or apportioned) need be applied to part-time schools or classes for workers who have entered upon employment.]

[EXTENSION OF PRACTICAL NURSE TRAINING AND AREA VOCATIONAL EDUCATION PROGRAMS]

[SEC. 11. (a)(1) Section 201 of the Vocational Education Act of 1946 (20 U.S.C. 15aa) is amended by striking out "of the next eight fiscal years" and inserting in lieu thereof "succeeding fiscal year".

[(2) Subsection (c) of section 202 of such Act is amended by striking out "of the next seven fiscal years" and inserting in lieu thereof "succeeding fiscal year".

[(b) Section 301 of such Act (20 U.S.C. 15aaa) is amended by striking out "of the five succeeding fiscal years" and inserting in lieu thereof "succeeding fiscal year".][3]

USE OF FUNDS APPROPRIATED UNDER SMITH-HUGHES ACT

SEC. 10. Funds appropriated by the first section of the Smith-Hughes Act (that is the Act approved February 23, 1917, 39 Stat. 929, as

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[3] Effective July 1, 1969.

amended (20 U.S.C. 11–15, 16–28)) shall be considered as funds appropriated pursuant to section 2(a) of this Act.[3]

PERIODIC REVIEW OF VOCATIONAL EDUCATION PROGRAMS AND LAWS

SEC. 12. (a) The Secretary shall, during 1966, appoint an Advisory Council on Vocational Education for the purpose of reviewing the administration of the vocational education programs for which funds are appropriated pursuant to this Act and other vocational education Acts and making recommendations for improvement of such administration, and reviewing the status of and making recommendations with respect to such vocational education programs and the Acts under which funds are so appropriated.

(b) The Council shall be appointed by the Secretary without regard to the civil service laws and shall consist of twelve persons who shall, to the extent possible, include persons familiar with the vocational education needs of management and labor (in equal numbers), persons familiar with the administration of State and local vocational education programs, other persons with special knowledge, experience, or qualification with respect to vocational education, and persons representative of the general public.

(c) The Council is authorized to engage such technical assistance as may be required to carry out its functions, and the Secretary shall, in addition, make available to the Council such secretarial, clerical, and other assistance and such pertinent data prepared by the Department of Health, Education, and Welfare as it may require to carry out such functions.

(d) The Council shall make a report of its findings and recommendations (including recommendations for changes in the provisions of this part and other vocational education Acts) to the Secretary, such report to be submitted not later than January 1, 1968, after which date such Council shall cease to exist. The Secretary shall transmit such report to the President and the Congress.

(e) The Secretary shall also from time to time thereafter (but at intervals of not more than five years) appoint an Advisory Council on Vocational Education, with the same functions and constituted in the same manner as prescribed for the Advisory Council in the preceding subsections of this section. Each Council so appointed shall report its findings and recommendations, as prescribed in subsection (d), not later than July 1 of the second year after the year in which it is appointed, after which date such Council shall cease to exist.

(f) Members of the Council who are not regular full-time employees of the United States shall, while serving on business of the Council, be entitled to receive compensation at rates fixed by the Secretary, but not exceeding $75 per day, including travel time; and while so serving away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5 of the Administrative Expenses Act of 1946 (5 U.S.C. 73b-2) for persons in Government service employed intermittently.

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[3] Effective July 1, 1969.

WORK-STUDY PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS

SEC. 13. (a) (1) From the sums appropriated pursuant to section 15 and determined to be for the purposes of this section for each fiscal year, the Commissioner shall allot to each State an amount which bears the same ratio to the sums so determined for such year as the population aged fifteen to twenty, inclusive, of the State, in the preceding fiscal year bears to the population aged fifteen to twenty, inclusive, of all the States in such preceding year.

(2) The amount of any State's allotment under paragraph (1) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the State's plan approved under subsection (b) shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under paragraph (1) for such year, but with such proportionate amount for any such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such year and the total of such reductions shall be similarly reallotted among the States not suffering such a reduction. Any amount reallotted to a State under this paragraph during such year shall be deemed part of its allotment for such year.

(b) To be eligible to participate in this section, a State must have in effect a plan approved under section 5 and must submit through its State board to the Commissioner a supplement to such plan (hereinafter referred to as a "supplementary plan"), in such detail as the Commissioner determines necessary, which—

(1) designates the State board as the sole agency for administration of the supplementary plan, or for supervision of the administration thereof by local educational agencies;

(2) sets forth the policies and procedures to be followed by the State in approving work-study programs, under which policies and procedures funds paid to the State from its allotment under subsection (a) will be expended solely for the payment of compensation of students employed pursuant to work-study programs which meet the requirements of subsection (c), except that not to exceed 1 per centum of any such allotment, or $10,000, whichever is the greater, may be used to pay the cost of developing the State's supplementary plan and the cost of administering such supplementary plan after its approval under this section;

(3) sets forth principles for determining the priority to be accorded applications from local educational agencies for work-study programs, which principles shall give preference to applications submitted by local educational agencies serving communities having substantial numbers of youths who have dropped out of school or who are unemployed, and provides for undertaking such programs, insofar as financial resources available therefor make possible in the order determined by the application of such principles;

(4) sets forth such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to local educational agencies) under this section;

(5) provides for making such reports in such form and containing such information as the Commissioner may reasonably require to carry out his functions under this section, and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(c) For the purposes of this section, a work-study program shall—

(1) be administered by the local educational agency and made reasonably available (to the extent of available funds) to all youths in the area served by such agency who are able to meet the requirements of paragraph (2);

(2) provide that employment under such work-study program shall be furnished only to a student who (A) has been accepted for enrollment as a full-time student in a vocational education program which meets the standards prescribed by the State board and the local educational agency for vocational education programs assisted under the preceding sections of this part, or in the case of a student already enrolled in such a program, is in good standing and in full-time attendance (B) is in need of the earnings from such employment to commence or continue his vocational education program, and (C) is at least fifteen years of age and less than twenty-one years of age at the commencement of his employment, and is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his vocational education program while employed under the work-study program;

(3) provide that no student shall be employed under such work-study program for more than fifteen hours in any week in which classes in which he is enrolled are in session, or for compensation which exceeds $45 in any month or $350 in any academic year or its equivalent, unless the student is attending a school which is not within reasonable commuting distance from his home, in which case his compensation may not exceed $60 in any month or $500 in any academic year or its equivalent;

(4) provide that employment under such work-study program shall be for the local educational agency or for some other public agency or institution;

(5) provide that, in each fiscal year during which such program remains in effect, such agency shall expend (from sources other than payments from Federal funds under this section) for the employment of its students (whether or not in employment eligible for assistance under this section) an amount that is not less than its average annual expenditure for work-study programs of a similar character during the three fiscal years preceding the fiscal year in which its work-study program under this section is approved.

(d) Subsections (b), (c), and (d) of section 5 (pertaining to the approval of State plans, the withholding of Federal payments in case of nonconformity after approval, and judicial review of the Commissioner's final actions in disapproving a State plan or withholding payments) shall be applicable to the Commissioner's actions with respect to supplementary plans under this section.

(e) From a State's allotment under this section for the fiscal year ending June 30, 1965, and for the fiscal year ending June 30, 1966, the Commissioner shall pay to such State an amount equal to the amount expended for compensation of students employed pursuant to work-study programs under the State's supplementary plan approved under this section, plus an amount, not to exceed 1 per centum of such allotment, or $10,000, whichever is the greater, expended for the development of the State's supplementary plan and for the administration of such plan after its approval by the Commissioner. [From a State's allotment under this section for the fiscal year ending June 30, 1967, and for the next succeeding fiscal year, such payment shall equal 75 per centum of the amount so expended.] *From a State's allotment under this section for the fiscal year ending June 30, 1969, and for each succeeding fiscal year, such payment shall equal 80 per centum of the amount so expended.* No State shall receive payments under this section for any fiscal year in excess of its allotment under subsection (a) for such fiscal year.

(f) Such payments (adjusted on account of overpayments or underpayments previously made) shall be made by the Commissioner in advance on the basis of such estimates, in such installments, and at such times, as may be reasonably required for expenditures by the States of the funds alloted under subsection (a).

(g) Students employed in work-study programs under this section shall not by reason of such employment be deemed employees of the United States, or their service Federal service, for any purpose.

[RESIDENTIAL VOCATIONAL EDUCATION SCHOOLS

[SEC. 14. For the purpose of demonstrating the feasibility and desirability of residential vocational education schools for certain youths of high school age, the Commissioner is authorized to make grants out of sums appropriated pursuant to section 15 to State boards, to colleges and universities, and with the approval of the appropriate State board, to public educational agencies, organizations, or institutions for the construction, equipment, and operation of residential schools to provide vocational education (including room, board, and other necessities) for youths, at least fifteen years of age and less than twenty-one years of age at the time of enrollment, who need full-time study on a residential basis in order to benefit fully from such education. In making such grants, the Commissioner shall give special consideration to the needs of large urban areas having substantial numbers of youths who have dropped out of school or are unemployed and shall seek to attain, as nearly as practicable in the light of the purposes of this section, an equitable geographical distribution of such schools.]

[AUTHORIZATION FOR SECTIONS 13 AND 14

[SEC. 15. There is authorized to be appropriated for the purpose of carrying out the provisions of sections 13 and 14, $30,000,000 for the fiscal year ending June 30, 1965, $50,000,000 for the fiscal year ending June 30, 1966, and $35,000,000 for the fiscal year ending June 30, 1967, and the succeeding fiscal year. The Commissioner shall determine the portion of such sums for each such year which is to be used for the purposes of each such section.]

AUTHORIZATION FOR SECTION 13

Sec. 15. There is authorized to be appropriated for the purpose of carrying out the provisions of section 13, $35,000,000 for each of the fiscal years ending June 30, 1969, and June 30, 1970. For the fiscal year ending June 30, 1971, and the two succeeding fiscal years, only such sums may be appropriated for such purpose as the Congress may hereafter authorize by law.

FEDERAL CONTROL

Sec. 16. Nothing contained in this part shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system.

SHORT TITLE

Sec. 17. This part may be cited as the "Vocational Education Act of 1963".

PART B—EDUCATION FOR A CHANGING TECHNOLOGY

FINDINGS AND PURPOSE

Sec. 21. The Congress finds that it is necessary to reduce the continuing seriously high level of youth unemployment by developing means for giving attention to the job preparation needs of the two out of three young persons who now end their education at or before completion of the secondary level. The purposes of this part, therefore, are to stimulate, through Federal financial support, new ways to create a bridge between school and earning a living for young people who are still in school, who have left school either by graduation or by dropping out, or who are in postsecondary programs of vocational preparation; and to promote cooperation among public education, manpower agencies, and private business and industry.

EXEMPLARY AND INNOVATIVE PROGRAMS AND PROJECTS IN VOCATIONAL EDUCATION

Sec. 22. (a) There are authorized to be appropriated $15,000,000 for the fiscal year ending June 30, 1969, and $25,000,000 for the fiscal year ending June 30, 1970, to be used by the Commissioner for making grants to or contracts with State boards, or with local educational agencies, for the purpose of stimulating and assisting, through programs or projects referred to in subsection (c), the development, establishment, and operation of exemplary and innovative occupational education programs or projects designed to serve as models for use in vocational education programs. For the fiscal year ending June 30, 1971, and each of the two succeeding fiscal years, only such sums may be appropriated to carry out this section as the Congress may hereafter authorize by law. The Commissioner also may make grants to other public or nonprofit private agencies, organizations, or institutions, including business and industrial concerns.

(b) (1) From the sums appropriated pursuant to this section for each fiscal year, the Commissioner shall—

(A) reserve such amount, but not in excess of 3 per centum thereof, as he may determine and shall apportion such amount among Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands, according to their respective needs for assistance under this section;

(B) reserve up to 10 per centum for use at his discretion to initiate programs pursuant to this section, including those under grant or contract which he determines are consistent with the purposes and objectives of subsection (a) and which he determines will have beneficial applications or be directed to innovations which are both regional or national in their implications and would not be practicable to be undertaken by any one State.

(2) From the remainder of such sums the Commissioner shall allocate $200,000 to each State, and he shall in addition allocate to each State an amount which bears the same ratio to any residue of such remainder as the population aged fifteen to nineteen, both inclusive, in the State bears to the population of such ages in all the States.

(3) The amount of any State's allotment under this section for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the purposes of this section shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, and on the basis of such factors as he determines to be equitable and reasonable, to other States which are determined by the Commissioner are able to use without delay any amounts so reallotted for the purposes of this section. Any amount reallotted to a State under this paragraph during such year shall be deemed part of its allotment for such year.

(4) Notwithstanding any other provision of law, unless hereafter enacted expressly in limitation of the provisions of this paragraph, funds appropriated for innovative and exemplary programs or projects in vocational education pursuant to this section which are reserved by the Commissioner for any projects or activities assisted under such programs or projects and undertaken in connection with an approved State plan shall remain available until expended.

(5) For the purposes of paragraphs (2) and (3) of this subsection, the term "State" does not include Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands.

(6) The population of particular age groups of a State or of all the States shall be determined by the Commissioner on the basis of the latest available estimates furnished by the Department of Commerce.

(7) The amount appropriated under this section for each fiscal year shall be available for obligation for grants or contracts pursuant to the State plan approved under section 5 during that year and the succeeding fiscal year.

(c) State allocations pursuant to this section may be used by the State board, upon such terms and conditions consistent with the provisions of this section as it determines will most effectively carry out the purposes of subsection (a), to pay the cost of—

(1) planning and developing exemplary and innovative programs or projects such as those described in subparagraph (2); or

(2) establishing, operating, and evaluating exemplary and innovative vocational education programs or projects designed to

carry out the purposes set forth in subsection (a), and to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socioeconomic, or other handicaps, which programs or projects may, among others, include—

(A) those designed to familiarize elementary and secondary students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations;

(B) programs or projects for students providing educational experiences through work during the school year or in the summer;

(C) programs or projects for intensive occupational guidance and counseling during the last year of school and for initial job placement;

(D) programs or projects designed to broaden or improve vocational education curricula;

(E) exchanges of personnel between schools and other agencies, institutions, or organizations participating in activities to achieve the purposes of this subsection, including manpower agencies and industry;

(F) programs or projects for young workers released from their jobs on a part-time basis for the purpose of increasing their educational attainment; or

(G) programs or projects at the secondary level to motivate and provide preprofessional preparation for potential teachers for vocational education.

(d) Financial assistance may not be given under this section to any program or project for a period exceeding three years.

(e) In administering the provisions of this section, the Commissioner shall consult with other Federal departments and agencies administering programs which may be coordinated effectively with the program carried out pursuant to this section, and to the extent practicable shall—

(1) coordinate programs on the Federal level with the programs being administered by such other departments and agencies;

(2) require that effective procedures be adopted by grantees and contractors to coordinate the development and operation of programs and projects carried out under grants or contracts pursuant to this section with the appropriate State plan and with other public and private programs having the same or similar purposes;

(3) require that to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the program or project involved is to meet, provision has been made for the participation of such students; and

(4) require that effective policies and procedures be adopted which assure that Federal funds made available under this section will not be commingled with State or local funds.

COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

Sec. 23. (a) The Congress finds that cooperative work-study programs offer many advantages in preparing young people for employment. Through such programs, a meaningful work experience is combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes. Such programs remove the artificial barriers which separate work and education and, by involving educators with employers, create interaction whereby the needs and problems of both are made known. Such interaction makes it possible for occupational curricula to be revised to reflect current needs in various occupations.

It is the purpose of this section to assist the State to expand cooperative work-study programs by providing financial assistance for personnel to coordinate such programs, and to provide instruction related to the work experience; to reimburse employers when necessary for certain added costs incurred in providing on-the-job training through work experience; to pay costs for certain services, such as transportation of students or other unusual costs that the individual students may not reasonably be expected to assume while pursuing a cooperative work-study program.

(b) There is authorized to be appropriated for the fiscal year ending June 30, 1969, $20,000,000, and for the fiscal year ending June 30, 1970, $50,000,000, for making grants to the States for programs of vocational education designed to prepare students for employment through cooperative work-study arrangements. For the fiscal year ending June 30, 1971, and each of the two succeeding fiscal years, only such sums may be appropriated to make such grants as the Congress may hereafter authorize by law.

(c)(1) From the sums appropriated pursuant to this section for each fiscal year, the Commissioner shall reserve such amount, but not in excess of 3 per centum thereof, as he may determine, and shall apportion such amount among Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands, according to their respective needs for assistance under this section. From the remainder of such sums the Commissioner shall allocate $200,000 to each State, and he shall in addition allocate to each State an amount which bears the same ratio to any residue of such remainder as the population aged fifteen to nineteen, both inclusive, in the State bears to the population of such ages in all the States. For purposes of the preceding sentence, the term "State" does not include the areas referred to in the first sentence of this paragraph.

(2) The amount of any State's allotment under this section for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the State's plan approved under subsection (d) shall be available for reallotment from time to time, on such dates during such years as the Commissioner may fix, and on the basis of such factors as he determines to be equitable and reasonable, to other States which as determined by the Commissioner are able to use without delay any amounts so reallotted for the purposes set forth in subsection (d). Any amount reallotted to a State under this paragraph during such year shall be deemed part of its allotment for such year.

(3) The population of particular age groups of a State or of all the States shall be determined by the Commissioner on the basis of the latest available estimates furnished by the Department of Commerce.

(d)(1) A State, in order to participate in the program authorized by this part, shall submit to the Commissioner, through its State board, a State plan which shall set forth policies and procedures to be used by the State board in establishing cooperative work-study programs through local educational agencies with participation of public and private employers. Such policies and procedures must give assurance that—

(A) funds will be used only for developing and operating cooperative work-study programs as defined in subsection (f) which provide training opportunities that may not otherwise be available and which are designed to serve persons who can benefit from such programs;

(B) necessary procedures are established for cooperating with employment agencies, labor groups, employers, and other community agencies in identifying suitable jobs for persons who enroll in cooperative work-study programs;

(C) provision is made for reimbursement of added costs to employers for on-the-job training of students enrolled in cooperative programs, provided such on-the-job training is related to existing carrier opportunities susceptible of promotion and advancement and does not displace other workers who perform such work;

(D) ancillary services and activities to assure quality in cooperative work-study programs are provided for, such as preservice and inservice training for teacher coordinators, supervision, curriculum materials, and evaluation;

(E) priority for funding cooperative work-study programs through local educational agencies, be given to areas that have high rates of school dropouts and youth unemployment;

(F) to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the program or project involved is to meet, provision has been made for the participation of such students; and

(G) Federal funds made available under this section will not be commingled with State or local funds.

(2) The Commissioner shall approve a State plan which fulfills the conditions specified above, and the provisions of subsections (e), (f), and (g) of section 5 (relating to the disapproval of State plans) shall apply to this section.

(e) Funds allocated under this section for cooperative work-study programs shall be available for paying all or part of the State's expenditures under its State plan for any fiscal year, but not in excess of its allotment under subsection (c).

(f) For purposes of this section, the term "cooperative work-study program" means a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by school and employers so that each contrib-

utes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative work-study program, but the number of hours of work shall approximately equal the number of hours spent in school during the period that it requires for the individual to complete his cooperative work-study vocational education program.

RESIDENTIAL VOCATIONAL EDUCATION FACILITIES

SEC. 24. (a)(1) There are hereby authorized to be appropriated $15,000,000 for the fiscal year ending June 30, 1969, and $15,000,000 for the fiscal year ending June 30, 1970, for grants to the States to provide residential vocational education facilities. For the fiscal year ending June 30, 1971, and each of the two succeeding fiscal years, only such sums may be appropriated for grants under this section as the Congress may hereafter authorize by law.

(2) From the sums appropriated under paragraph (1), the Commissioner shall allot to each State an amount which bears the same ratio to such sums as the population of each State bears to the population of all the States.

(3) For purposes of this section—

(A) the term "State" does not include Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands;

(B) the amount allotted under this subsection to any State for the fiscal year ending June 30, 1969, shall be available for payments to applicants with approved applications in that State during that year and the next fiscal year; and

(C) the amount of any State's allotment under subsection (a)(2) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the State's plan approved under subsection (b) shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, and on the basis of such factors as he determines to be equitable and reasonable, to other States which as determined by the Commissioner are able to use without delay any amounts so reallotted for the purposes set forth in subsection (b). Any amount reallotted to a State under this paragraph during such year shall be deemed part of its allotment for such year.

(b)(1) Funds allotted to the States under subsection (a) shall be used by the State, or, with the approval of the State boards, by public educational agencies, organizations, or institutions within such State, to pay the Federal share of the cost of planning, constructing, and operating residential vocational education facilities to provide vocational education (including room, board, and other necessities) for youths, at least age fourteen but who have not attained age twenty-one at the time of admission to the training program, who need full-time study on a residential basis and who can profit from vocational education instruction. In the administration of the program conducted under this section, special consideration shall be given to needs in geographical areas having substantial or disproportionate numbers of youths who have dropped out of school or are unemployed, and to serving persons from such areas.

(2) For purposes of this section, the Federal share of the cost of planning, constructing, and operating residential vocational education facilities shall not exceed 90 per centum of the costs incurred in any fiscal year.

(c) For purposes of this section the State plan shall set forth the policies and procedures to be used by the State in determining the size and location of such residential vocational facilities, taking into account the use of existing vocational education facilities. Such policies and procedures must give assurance that—

(1) adequate provision will be made for the appropriate selection without regard to sex, race, color, religion, national origin or place of residence within the State of students needing education and training at such school;

(2) the residential school facility will be operated and maintained for the purpose of conducting a residential vocational education school program;

(3) vocational course offerings at such school will include fields for which available labor market analyses indicate a present or continuing need for trained manpower, and that the courses offered will be appropriately designed to prepare enrollees for entry into employment or advancement in such fields; and

(4) no fees, tuition, or other charges will be required of students who occupy the residential vocational education facility.

(d) For purposes of this section—

(1) the term "residential school facility" means a school facility (as defined in section 8(3)) used for residential vocational education purposes. Such term also includes dormitory, cafeteria, and recreational facilities, and such other facilities as the Commissioner determines are appropriate for a residential vocational education school,

(2) the term "operation" means maintenance and operation, and includes the cost of salaries, equipment, supplies, and materials, and may include but is not limited to other reasonable costs of services and supplies needed by residential students, such as clothing and transportation.

CONSTRUCTION OF RESIDENTIAL VOCATIONAL EDUCATIONAL SCHOOLS AND DORMITORIES

SEC. 25. (a) The Commissioner is authorized to make annual grants to State boards, to colleges and universities, and with the approval of the appropriate State board, to public educational agencies, organizations, or institutions to reduce the cost of borrowing funds for the construction of residential schools and dormitories to provide vocational education for youths, at least fourteen years of age and less than twenty-one years of age at the time of enrollment, who need full-time study on a residential basis in order to benefit fully from such education. In making contracts for such grants, the Commissioner shall give special considation to the needs of urban and rural areas having substantial numbers of youths who have dropped out of school or are unemployed and shall seek to attain an equitable geographical distribution of such schools.

(b) Annual grants with respect to the construction of any such residential school shall be made over a fixed period not exceeding forty

years, and provision for such grants shall be embodied in a contract guaranteeing their payment over such period. Each such grant shall be in an amount equal to the difference between (1) the average annual debt service required to be paid, during the life of the loan, on the amount borrowed for the construction of such facilities, and (2) the average annual debt service which the institution would be required to pay, during the life of the loan, with respect to such amounts if the applicable interest rate were 3 per centum per annum.

(c) The Commissioner shall not enter into a contract for grants under this section unless he determines that the amount borrowed does not exceed the total cost of construction of the facilities, and that such construction will be undertaken in an economical manner and will not be of elaborate or extravagant design or materials.

(d) (1) There are hereby authorized to be appropriated such sums as may be necessary for the payment of annual grants in accordance with this section.

(2) Contracts for annual grants under this section shall not be entered into for an aggregate amount greater than is authorized in appropriation Acts; and in any event the total amount of annual grants which may be paid in any year pursuant to contracts entered into under this section shall not exceed $5,000,000, which amount shall be increased by $5,000,000 on July 1, 1969.

CONSUMER AND HOMEMAKING EDUCATION

Sec. 26. (a) (1) There are hereby authorized to be appropriated for the fiscal year ending June 30, 1970, $15,000,000 for the purposes of this section. For the fiscal year ending June 30, 1971, and each of the two succeeding fiscal years, only such sums may be appropriated for purposes of this section as the Congress may hereafter authorize by law. From the sums appropriated pursuant to this paragraph for each fiscal year. the Commissioner shall allot to each State an amount which shall be computed in the same manner as allotments to States under section 3 except that, for the purposes of this section, there shall be no reservation of 10 per centum of such sums for research and training programs and 100 per centum of the amount appropriated pursuant to this section shall be allotted among the States.

(2) The amount of any State's allotment under paragraph (1) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the State's plan approved under subsection (b) shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix. and on the basis of such factors as he determines to be equitable and reasonable, to other States which, as determined by the Commissioner, are able to use without delay any amounts so reallotted for the purposes set forth in subsection (b). Any amount realloted to a State under this paragraph during such year shall be deemed part of its allotment for such year.

(b) For purposes of this section the State plan shall set forth a program under which Federal funds paid to a State from its allotment under subsection (a) will be expended solely for (1) educational programs which encourage home economics to give greater consideration to social and cultural conditions and needs. especially in economically depressed areas, and to encourage preparation for profes-

sional leadership, and which are designed for youths and adults through preparation for the role of homemaker, or to contribute to the employability of such youths and adults through preparation for the dual role of homemaker and wage earner, and are designed for persons who have entered, or are preparing to enter, the work of the home, and (2) ancillary services, activities and other means of assuring quality in all homemaking education programs, such as teacher training and supervision, curriculum development research, program and evaluation, special demonstration and experimental programs, development of instructional materials, provision of equipment, and State administration and leadership.

(c) From a State's allotment under this section for the fiscal year ending June 30, 1969, and for each fiscal year thereafter, the Commissioner shall pay to such State an amount equal to 50 per centum of the amount expended for the purposes set forth in subsection (b), except that, for the fiscal years ending June 30, 1970, and June 30, 1971, the Commissioner shall pay an amount equal to 90 per centum of the amount used in areas described in subsection (d). No State shall receive payments under this section for any fiscal year in excess of its allotment under subsection (a) for such fiscal year.

(d) At least one-third of the Federal funds made available under this section shall be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

CURRICULUM DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION

SEC. 27. (a) Congress finds that curriculum development in vocational education is complicated by the diversity of occupational objectives; variations due to geography; differences in educational levels and types of programs; and by the wide range of occupations which includes, but is not limited to, agriculture, food processing and preparation, trades and industry, distribution and marketing, technical, public service, health services, business and office occupations.

It is therefore the purpose of this section to enable the Commissioner to provide appropriate assistance to State and local educational agencies in the development of curriculums for new and changing occupations, and to coordinate improvements in, and dissemination of, existing curriculum materials.

(b) There are authorized to be appropriated $7,000,000 for the fiscal year ending June 30, 1969 and $10,000,000 for the fiscal year ending June 30, 1970, for the purposes set forth in this section. For the fiscal year ending June 30, 1971, and each of the two succeeding fiscal years, there may be appropriated for the purposes set forth in this section only such sums as the Congress may hereafter authorize by law.

(c)(1) Sums appropriated pursuant to subsection (b) shall be used by the Commissioner, after consultation with the appropriate State agencies and the National Advisory Council, to make grants to or contracts with colleges or universities, State boards, and other public or nonprofit private agencies and institutions, or contracts with public or private agencies, organizations, or institutions—

(A) to promote the development and dissemination of vocational education curriculum materials for use in teaching occu-

pational subjects, including curriculums for new and changing occupational fields;

(B) to develop standards for curriculum development in all occupational fields;

(C) to coordinate efforts of the States in the preparation of curriculum materials and prepare current lists of curriculum materials available in all occupational fields;

(D) to survey curriculum materials produced by other agencies of Government, including the Department of Defense;

(E) to evaluate vocational-technical education curriculum materials and their uses; and

(F) to train personnel in curriculum development.

(2) For purposes of this subsection, "curriculum materials" means materials consisting of a series of courses to cover instruction in any occupational field in vocational education which are designed to prepare persons for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field.

National Advisory Council on Vocational Education

SEC. 28. (a) There is hereby created a National Advisory Council on Vocational Education (hereinafter referred to as the "Council") consisting of fifteen members appointed by the President for three-year terms and without regard to the civil service laws: Provided, That with respect to the initial appointments, five of the Council members shall be appointed for one-year terms, and five shall be appointed for two-year terms. The Council shall include not more than five regular full time Federal or State employees. The President shall designate a Chairman from among the nongovernment Council members. To the extent possible, the Council shall include persons familiar with the vocational education needs and problems of management and labor and persons familiar with manpower problems and administration of manpower programs, persons knowledgeable about the administration of State and local vocational education programs, persons having professional competence in dealing with handicapped persons, persons representative of local educational agencies, other persons with special knowledge, experience, or qualification with respect to vocational education, and not less than five persons representative of the general public. The Council shall meet at the call of the Chairman, but not less often than four times a year.

(b) The Council shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans under section 5 and the approval of programs and projects under section 4(c) of part A and under part B of this title.

(c) The Council shall review the administration and operation of vocational education programs under this title, make recommendations with respect thereto, and make annual reports of its findings and recommendations (including recommendations for changes in the provisions of this title) to the Secretary.

(d) Members of the Council who are not regular full-time employees of the United States shall, while serving on business of the Council,

be entitled to receive compensation at rates fixed by the Secretary, but not exceeding the rate specified at the time of such service for grade GS–18 in section 5332 of title 5, United States Code, including traveltime; and while so serving away from their home or regular places of business, members of the Council may be allowed travel expenses, including a per diem allowance as authorized in section 5703 of title 5, United States Code, for persons in Government service employed intermittently.

(e) The Council is authorized, without regard to the civil service laws, to engage such technical assistance as may be required to carry out its functions, and to this end there are hereby authorized to be appropriated for the fiscal year ending June 30, 1969, $100,000; and for the fiscal year ending June 30, 1970, $150,000. For the fiscal year ending June 30, 1971, and each of the two succeeding fiscal years, only such sums shall be appropriated to carry out this section as the Congress may hereafter authorize by law.

COLLECTION AND DISSEMINATION OF INFORMATION

Sec. 29. (a) For the purpose of carrying out more effectively the provisions of this title, the Commissioner—

(1) shall collect data and information on programs qualifying for assistance under this title for the purpose of obtaining objective measurements of their effectiveness in carrying out the purposes of this title;

(2) shall prepare and disseminate to State boards, local educational agencies, and other appropriate agencies and institutions, catalogs, reviews, bibliographies, abstracts, analyses of research and experimentation, and such other materials as are generally useful for such purpose;

(3) may upon request provide advice, counsel, technical assistance, and demonstrations to State boards, local educational agencies, or institutions of higher education undertaking to initiate or expand programs under this title in order to increase the quality or depth or broaden the scope of such programs, and shall inform such agencies and institutions of the availability of assistance pursuant to this clause;

(4) shall prepare and disseminate to State boards, local educational agencies, and other appropriate agencies and institutions an annual report setting forth developments in the utilization and adaptation of programs carried out pursuant to this title; and

(5) may enter into contracts with public or private agencies, organizations, groups, or individuals to carry out the provisions of this section.

(b) There are hereby authorized to be appropriated for the fiscal year ending June 30, 1969, and for each fiscal year thereafter, such sums as may be necessary to carry out the provisions of this section.

STATE ADMINISTRATIVE EXPENSES

Sec. 30. The Commissioner is authorized to pay to each State amounts necessary to cover administrative expenses for the proper and efficient performance of its duties under this part, and of its duties related to programs and projects supported with funds appropriated under section 2(b), except that the total of such payments to any State

for any fiscal year shall not exceed 3 per centum of the amount paid to the State under this part for that year, or $50,000, whichever is greater.

National Defense Education Act of 1958

AMENDMENTS TO TITLE I—GENERAL PROVISIONS

Sec. **[**21**]** *201.* (a) Section 103(a) of the National Defense Education Act of 1958 is amended by inserting "American Samoa," after "Guam," each time it appears therein.

(b) Subsections (g) and (h) of such section 103 are amended by inserting "or, if such school is not in any State, as determined by the Commissioner" after the words "as determined under State law" wherever such words appear in such subsections.

(c) Subsection (i) of such section 103 is amended by striking out "does not include" and inserting in lieu thereof "includes" and by inserting before the period ", except that no such school or institution shall be eligible to receive any grant, loan, or other payment under this Act".

(d) Subsection (k) of such section 103 is amended by inserting before the period at the end thereof ", or any other public institution or agency having administrative control and direction of a public elementary or secondary school".

AMENDMENTS TO TITLE II—LOANS TO STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION

Sec. [22.] ***202.* (a) The first sentence of section 201 of the National Defense Education Act of 1958 is amended by striking out "$90,000,000 each for the fiscal year ending June 30, 1962, and for the two succeeding fiscal years, and such sums for the fiscal year ending June 30, 1965, and each of the three succeeding fiscal years as may be necessary to enable students who have received a loan for any school year ending prior to July 1, 1964, to continue or complete their education" and inserting in lieu thereof "$90,000,000 each for the fiscal year ending June 30, 1962, and the next fiscal year, $125,000,000 for the fiscal year ending June 30, 1964, and $135,000,000 for the fiscal year ending June 30, 1965, and such sums for the fiscal year ending June 30, 1966, and each of the next three fiscal years as may be necessary to enable students who have received loans for school years ending prior to July 1, 1965, to continue or complete their education".**

(b) Section 202 of such Act is amended by striking out "1964" wherever it appears therein and inserting in lieu thereof "1965".

(c) Effective with respect to fiscal years beginning after June 30, 1963, section 203(b) of such Act is amended by striking out "$250,000" and inserting in lieu thereof "$800,000".

(d)(1) Subparagraph (2)(A)(i) of subsection (b) of section 205 of such Act is amended by inserting "or at a comparable institution outside the States approved for this purpose by the Commissioner" after "at an institution of higher education".

(2) Subparagraph (3) of such subsection is amended by inserting "or in an elementary or secondary school overseas of the Armed Forces of the United States" after "State".

(3) The amendment made by paragraph (1) of this subsection shall apply to any loan (under an agreement under title II of the National Defense Education Act of 1958) outstanding on the date of enactment of this Act only with the consent of the institution which made the loan. The amendment made by paragraph (2) of this subsection shall apply with respect to service as a teacher (described in such section 205(b)(3) of the National Defense Education Act of 1958) performed during academic years beginning after the enactment of this Act, whether the loan was made before or after such enactment.

(e) Section 206 of such Act is amended by striking out "1968" wherever it appears therein and inserting in lieu thereof "1969".

AMENDMENTS TO TITLE III—FINANCIAL ASSISTANCE FOR STRENGTHENING SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION

SEC. **[23]** *203.* (a) Section 301 of the National Defense Education Act of 1958 is amended by striking out "five succeeding fiscal years" wherever it appears therein and inserting in lieu thereof "six succeeding fiscal years".

(b)(1) The third sentence of subsection (a)(2) of section 302 of such Act is amended by striking out "the four fiscal years in the period beginning July 1, 1960, and ending June 30, 1964" and inserting in lieu thereof: "the five fiscal years in the period beginning July 1, 1960, and ending June 30, 1965".

(2) Effective with respect to allotments under section 302 or section 305 of such Act for fiscal years beginning after June 30, 1963, such section 302 is further amended by striking out subsection (a)(4) and by adding at the end thereof the following new subsection:

"(c) The amount of any State's allotment under subsection (a) or (b) of this section, or section 305(a), for any fiscal year which the Commissioner determines will not be required for such fiscal year shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under subsections (a) and (b) of this section, and section 305(a), respectively, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such year; and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts were not so reduced. Any amount reallotted to a State under this subsection during a year from funds appropriated pursuant to section 301 shall be deemed part of its allotment under subsection (a) or (b) of this section, or section 305(a), as the case may be, for such year."

(c) Section 303(a)(1)(A) of such Act is amended (1) by inserting "and published" after "printed", and (2) by inserting "of test grading equipment for such schools and specialized equipment for audiovisual libraries serving such schools, and" after "or both, and".

(d) The second sentence of subsection (b) of section 304 of such Act is amended by striking out "four succeeding fiscal years" and inserting in lieu thereof "five succeeding fiscal years".

AMENDMENTS TO TITLE IV—NATIONAL DEFENSE FELLOWSHIPS

SEC. [24] *204.* (a) Section 402 of the National Defense Education Act of 1958 is amended by striking out "five succeeding fiscal years" and inserting in lieu thereof "six succeeding fiscal years".

(b) Such section is further amended by inserting "(a)" after "SEC. 402.", and by adding at the end thereof the following new subsection:

"(b) In addition to the number of fellowships authorized to be awarded by subsection (a) of this section, the Commissioner is authorized to award fellowships equal to the number previously awarded during any fiscal year under this section but vacated prior to the end of the period for which they were awarded; except that each fellowship awarded under this subsection shall be for such period of study, not in excess of the remainder of the period for which the fellowship which it replaces was awarded, as the Commissioner may determine."

(c) Subsection (b) of section 404 of the National Defense Education Act of 1958 is amended to read as follows:

"(b) In addition to the amounts paid to persons pursuant to subsection (a) there shall be paid to the institution of higher education at which each such person is pursuing his course of study $2,500 per academic year, less any amount charged such person for tuition."

AMENDMENTS TO TITLE V—GUIDANCE, COUNSELING, AND TESTING

SEC. [25] *205.* (a) Section 501 of the National Defense Education Act of 1958 is amended by striking out "$15,000,000 for the fiscal year ending June 30, 1959, and for each of the five succeeding fiscal years" and inserting in lieu thereof "$15,000,000 for the fiscal year ending June 30, 1963, and $17,500,000 each for the fiscal year ending June 30, 1964, and the succeeding fiscal year".

(b) (1) Effective with respect to allotments under section 502 of such Act for fiscal years beginning after June 30, 1963, the third sentence of such section is amended by striking out "$20,000" wherever it appears therein and inserting in lieu thereof "$50,000".

(2) Effective with respect to allotments under such section 502 for fiscal years beginning after June 30, 1963, such section 502 is further amended by inserting "(a)" after "SEC. 502." and by adding at the end thereof the following new subsection:

"(b) The amount of any State's allotment under subsection (a) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the State plan (if any) approved under this title shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under such subsection for such year, but with such proportionate amount for any of such States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such year for carrying out the State plan; and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts were not so reduced. Any amount reallotted to a State under this subsection during a year from funds appropriated pursuant to section 501 shall be deemed part of its allotment under subsection (a) for such year."

(c)(1) Subparagraph (1) of subsection (a) of section 503 of such Act is amended to read as follows:

> “(1) a program for testing students who are not below grade 7 in the public elementary or secondary schools of such State, and if authorized by law in corresponding grades in other elementary or secondary schools in such State, to identify students with outstanding aptitudes and ability, and the means of testing which will be utilized in carrying out such program; and”.

(2) Subparagraph (2) of subsection (a) of such section 503 is amended by striking out “public secondary schools” and inserting in lieu thereof “public elementary or secondary schools”, and by inserting “who are not below grade 7” after “students” in clause (A) thereof.

(d)(1) The second sentence of subsection (a) of section 504 of such Act is amended by striking out “four succeeding fiscal years”, and inserting in lieu thereof “five succeeding fiscal years”, and by inserting before the semicolon “, including amounts expended under the State plan for State supervisory or related services in public elementary or secondary schools in the fields of guidance, counseling, and testing, and for administration of the State plan.

(2) The first sentence of subsection (b) of such section 504 is amended by striking out “the cost of testing students in any one or more secondary schools”, and inserting in lieu thereof “the cost of testing students, who are not below grade 7, in any one or more elementary or secondary schools”, and by striking out “five succeeding fiscal years” and inserting in lieu thereof “six succeeding fiscal years”.

(e)(1) Section 511 of such Act is amended to strike out “five succeeding fiscal years” and to insert in lieu thereof “six succeeding fiscal years”.

(2) Such section is further amended to insert “who are not below grade 7 in elementary or” after “students”, and to insert “elementary or” after “counseling or guidance in a public”.

AMENDMENTS TO TITLE VI—LANGUAGE DEVELOPMENT

SEC. [26.] *206.* (a) Section 601 of the National Defense Education Act of 1958 is amended by striking out “1964” wherever it appears therein and inserting in lieu thereof “1965”.

(b) Section 611 of such Act is amended (1) by striking out “five succeeding fiscal years” and inserting in lieu thereof “six succeeding fiscal years”, and (2) by adding at the end thereof a new sentence as follows: “As used in this section ‘modern foreign language’ includes English when taught to persons for whom English is a second language.”.

AMENDMENTS TO TITLE VII—RESEARCH AND EXPERIMENTATION IN MORE EFFECTIVE UTILIZATION OF TELEVISION, RADIO, MOTION PICTURES, AND RELATED MEDIA FOR EDUCATIONAL PURPOSES

SEC. [27.] *207.* (a) Section 701 of the National Defense Education Act of 1958 is amended by inserting “printed and published materials,” after “motion pictures,” and after “auditory aids,”.

(b) Section 731 of the National Defense Education Act of 1958 is amended by inserting “printed and published materials,” after “motion pictures,” wherever appearing therein.

(c) Section 761 of the National Defense Education Act of 1958 is amended by inserting "printed and published materials," after "motion pictures," wherever appearing therein.

(d) Section 763 of the National Defense Education Act of 1958 is amended by striking out "five succeeding fiscal years" and inserting in lieu thereof "six succeeding fiscal years".

AMENDMENTS TO TITLE X—MISCELLANEOUS PROVISIONS

SEC. [28.] *208.* (a) Section 1008 of the National Defense Education Act of 1958 is amended by inserting "American Samoa," after "Guam,".

(b) Section 1009(a) of such Act is amended by striking out "five succeeding fiscal years" and inserting in lieu thereof "six succeeding fiscal years".

[PART C] *TITLE III*—FEDERALLY AFFECTED AREAS

AMENDMENTS TO PUBLIC LAW 815

SEC. [31.] *301.* (a) The first sentence of section 3 of the Act of September 23, 1950, as amended (20 U.S.C. 631–645), is amended by striking out "1963" and inserting in lieu thereof "1956".

(b) Subsection (b) of section 14 of such Act is amended by striking out "1963" each time it appears therein and inserting in lieu thereof "1965".

(c) Paragraph (15) of section 15 of such Act is amended by striking out "1960–1961" and inserting in lieu thereof "1962–1963".

AMENDMENTS TO PUBLIC LAW 874

SEC. [32.] *302.* Sections 2(a), 3(b), and 4(a) of the Act of September 30, 1950, as amended (20 U.S.C. 236–244), are each amended by striking out "1963" each place where it appears and inserting in lieu thereof "1965".

EFFECTIVE DATES

SEC. [33.] *303.* The amendments made by sections 31 and 32 shall be effective July 1, 1963.

HIGHER EDUCATION ACT OF 1965

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Title V—Education Professions Development

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PART F—TRAINING AND DEVELOPMENT PROGRAMS FOR VOCATIONAL EDUCATION PERSONNAL

STATEMENT OF PURPOSE

SEC. 551. It is the purpose of this part to provide opportunities for experienced vocational educators to spend full-time in advanced study of vocational education for a period not to exceed three years in length; to provide opportunities to up-date the occupational competencies of vocational education teachers through exchanges of personnel between vocational education programs and commercial, industrial, or other public or private employment related to the sub-

ject matter of vocational education; and to provide programs of inservice teacher education and short-term institutes for vocational educational personnel.

LEADERSHIP DEVELOPMENT AWARDS

SEC. 552. (a) In order to meet the needs in all the States for qualified vocational education personnel (such as administrators, supervisors, teachers educators, researchers, and instructors in vocational education programs) the Commissioner shall make available leadership development awards in accordance with the provisions of this part only upon his determination that—

(A) persons selected for awards have had not less than two years of experience in vocational education or in industrial training, or military technical training, or, in the case of researchers, experience in social science research which is applicable to vocational education; or

(B) persons receiving such awards are currently employed or are reasonably assured of employment in vocational education and have successfully completed, as a minimum, a baccalaureate degree program; or

(C) persons selected are recommended by their employer, or others, as having leadership potential in the field of vocational education and are eligible for admission as a graduate student to a program of higher education approved by the Commissioner under subsection (b).

(b)(1) The Commissioner shall pay to persons selected for leadership development awards such stipends (including such allowances for subsistence and other expenses for such persons and their dependents) as he may determine to be consistent with prevailing practices under comparable federally supported programs.

(2) The Commissioner shall (in addition to the stipends paid to persons under paragraph (1)) pay to the institution of higher education at which such person is pursuing his course of study such amount as the Commissioner may determine to be consistent with the prevailing practices under comparable federally supported programs not to exceed the equivalent of $3,500 per academic year, but any amount charged such person for tuition and nonrefundable fees and deposits shall be deducted from the amount payable to the institution of higher education under this subsection.

(a) The Commissioner shall approve the vocational leadership development program of an institution of higher education by the institution only upon finding that—

(1) the institution offers a comprehensive program in vocational education with adequate supporting services and disciplines such as education administration, guidance and counseling, research, and curriculum development;

(2) such program is designed to further substantially the objective of improving vocational education through providing opportunities for graduate training of vocational education teachers, supervisors, and administrators, and of university level vocational education teacher educators and researchers;

(3) such programs are conducted by a school of graduate study in the institution of higher education; and

(4) such program is also approved by the State board for vocational education in the State where the institution is located.

(d) In order to meet the needs for qualified vocational education personnel such as teachers, administrators, supervisors, and teacher educators, in vocational education programs in all the States, the Commissioner in carrying out this section shall apportion leadership development awards equitably among the States, taking into account such factors as the State's vocational education enrollments, and the incidence of youth unemployment and school dropouts in the State.

(e) Persons receiving leadership awards under the provisions of this section shall continue to receive the payments provided in subsection b only during such periods as the Commissioner finds that they are maintaining satisfactory proficiency in, and devoting essentially full-time to, study or research in the field of vocational education in an institution of higher education, and are not engaging in gainful employment, other than part-time employment by such institution in teaching, research, or similar activities, approved by the Commissioner.

EXCHANGE PROGRAMS, INSTITUTES, AND IN-SERVICE EDUCATION FOR VOCATIONAL-EDUCATION TEACHERS, SUPERVISORS, COORDINATORS, AND ADMINISTRATORS

SEC. 553. (a)(1) The Commissioner is authorized to make grants to State boards to pay the cost of carrying out cooperative arrangements for the training or retraining of experienced vocational education personnel such as teachers, teacher educators, administrators, supervisors, and coordinators, and other personnel, in order to strengthen education programs supported by this title and the administration of schools offering vocational education. Such cooperative arrangements may be between schools offering vocational education and private business or industry, commercial enterprises, or with other educational institutions (including those for the handicapped and delinquent).

(b) Grants under this section may be used for projects and activities such as—

(1) exchange of vocational education teachers and other staff members with skilled technicians or supervisors in industry (including mutual arrangements for preserving employment and retirement status, and other employment benefits during the period of exchange), and the development and operation of cooperative programs involving periods of teaching in schools providing vocational education and of experience in commercial, industrial or other public or private employment related to the subject matter taught in such school;

(2) in-service training programs for vocational education teachers and other staff members to improve the quality of instruction, supervision, and administration of vocational education programs; and

(3) short-term or regular-session institutes; or other preservice and in-service training programs or projects designed to improve the qualifications of persons entering and reentering the field of vocational education, except that funds may not be used for semi-

nars, symposia, workshops or conferences unless these are part of a continuing program of in-service or preservice training.

(c) A grant may be made under this section only upon application to the Commissioner at such time or times and containing such information as he deems necessary. The Commissioner shall not approve an application unless it—

(1) sets forth a program for carrying out one or more projects or activities which meet the requirements of paragraph (b), and provides for such methods of administration as are necessary for the proper and efficient operation of the program;

(2) sets forth policies and procedures which assure that Federal funds made available under this section for any fiscal year will be so used as to supplement and, to the extent practicable, increase the level of funds that would, in the absence of such Federal funds, be made available for purposes which meet the requirements of paragraph (b), and in no case supplant such funds;

(3) provides for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this section; and

(4) provides for making such reports, in such form and containing such information, as the Commissioner may require to carry out his functions under this section, and for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

FAMILIARIZING TEACHERS WITH NEW CURRICULAR MATERIALS

Sec. 554. In approving training and development programs for vocational education personnel, the Commissioner shall give special consideration to programs which are designed to familiarize teachers with new curricular materials in vocational education.

APPROPRIATIONS AUTHORIZED

Sec. 555. There is authorized to be appropriated to carry out this part the sum of $25,000,000 for the fiscal year ending June 30, 1969; and the sum of $35,000,000 for the fiscal year ending June 30, 1970. For the fiscal year ending June 30, 1971, and the each of the two succeeding fiscal years, only such sums may be appropriated to carry out this part as the Congress may hereafter authorize by law.

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1967

* * * * * * *

Sec. 401. The provisions of this title shall apply to title I of the Elementary and Secondary Education Act of 1965 (title II of Public Law 81–874), title II, III, V, VI, VII, and VIII of the Elementary and Secondary Education Act of 1965, *the Vocational Education Act of 1963*, and the Adult Education Act of 1966 (title III of the Elementary and Secondary Education Amendments of 1966), as now in effect or hereafter from time to time amended.

ADULT EDUCATION ACT OF 1966

* * * * * * *

DEFINITIONS

SEC. 303. As used in this title—

(a) The term "adult" means any individual who has attained the age of [eighteen] sixteen.

VOCATIONAL EDUCATION ACT OF 1946

[*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

[TITLE I—VOCATIONAL EDUCATION IN AGRICULTURE, HOME ECONOMICS, TRADES AND INDUSTRY, AND DISTRIBUTIVE OCCUPATIONS

[SHORT TITLE

[SECTION 1. This title may be cited as the "Vocational Education Act of 1946."

[DEFINITIONS

[SEC. 2. As used in this title—

[(1) the term "States and Territories" means the several States, the island of Puerto Rico, and the District of Columbia;

[(2) the terms "State plan" and "State board" shall have the meaning which said terms have in the Smith-Hughes Vocational Education Act; and

[(3) the term "Smith-Hughes Vocational Education Act" means the Act approved February 23, 1917 (39 Stat. 929, ch. 114).

[AUTHORIZATION FOR APPROPRIATIONS FOR VOCATIONAL EDUCATION

[SEC. 3. (a) For the purpose of assisting the several States and Territories in the further development of vocational education, there is authorized to be appropriated for the fiscal year beginning July 1, 1946, and annually thereafter—

[(1) $10,00,000 for vocational education in agriculture, including supervision by the vocational agriculture teachers of the activities, related to vocational education in agriculture, of the Future Farmers of America, and the New Farmers of America, to be apportioned for expenditures in the several States and Territories in the proportion that their farm population bears to the total farm population of the States and Territories, according to the last preceding United States census;

[(2) $8,000,000 for vocational education in home economics, to be apportioned for expenditure in the several States and Territories in the proportion that their rural population bears to the total rural population of the States and Territories, according to the last preceding United States census;

[(3) $8,000,000 for vocational education in trades and industry, to be apportioned for expenditure in the several States and Territories in the proportion that their nonfarm population bears to the total nonfarm population of the States and Territories, according to the last preceding United States census;

[(4) $2,500,000 for vocational education in distributive occupations, to be apportioned for expenditure in the several States and Territories in the proportion that their total population bears to the total population of the States and Territories, according to the last preceding United States census;

[(5) $375,000 for vocational education in the fishery trades and industry and distributive occupations therein, to be apportioned for expenditure in the several States and Territories on an equitable basis, as determined by the United States Commissioner of Education after consultation with the Secretary of the Interior, taking into account the extent of the fishing industry of each State and Territory as compared with the total fishing industry of the United States (including Territories).

[(b) The funds appropriated under authority of paragraphs (1) to (5), inclusive, of subsection (a) of this section may be used for assisting the several States and Territories, for the purposes therein specified, is the maintenance of adequate programs of administration, supervision, and teacher-training; for salaries and necessary travel expenses of teachers, teacher-trainers, vocational counselors, supervisors and directors of vocational education and vocational guidance; for securing necessary educational information and data as a basis for the proper development of programs of vocational education and vocational guidance; for training and work-experience training programs for out-of-school youths; for training programs for apprentices; for purchase or rent of equipment and supplies for vocational instruction: *Provided*, That all expenditures for the purposes as set forth in this section shall be made in accordance with the State plan for vocational education.

[(c) Notwithstanding the provisions of subsection (a), the amount to be available for expenditure in any State or Territory shall not be less, for any fiscal year, than $40,000 each for vocational education in agriculture, in home economics, and in trades and industries; $15,000 for vocational education in distributive occupations and there is hereby authorized to be appropriated for the fiscal year beginning July 1, 1946, and annually thereafter, such additional sums as may be needed for the purpose of providing such minimum amounts.

[REQUIREMENTS AS TO MATCHING OF FUNDS

[SEC. 4. The several States and Territories, in order to receive the benefits of this title, shall be required to match by State and local funds or both 100 per centum of the appropriations made under authority of section 3.

[MAKING OF PAYMENTS

[SEC. 5. The Secretary of the Treasury, through the Fiscal Service of the Treasury Department, shall, upon the certification of the United States Commissioner of Education, pay, in equal semiannual payments, on the first day of July and January of each year, to the custodian for vocational education of each State and Territory designated in the Smith-Hughes Vocational Education Act, the moneys to which the State or Territory is entitled under the provisions of this title.

[AVAILABILITY OF FUNDS FOR SALARY AND EXPENSES OF STATE DIRECTORS

[SEC. 6. Funds appropriated under authority of section 3 shall be available, on a prorated basis determined by the State board, for the salary and necessary travel expenses of a State director of vocational education selected by the State board, in accordance with the requirements of the State plan, on the basis of his technical and professional qualifications including experience in vocational education.

[APPLICABILITY OF SMITH-HUGHES VOCATIONAL EDUCATION ACT

[SEC. 7. The appropriations made under authority of this title shall be in addition to, and shall be subject to the same conditions and limitations as, the appropriations made to carry out the Smith-Hughes Vocational Education Act: except that (1) the appropriations made under authority of the title for home economics shall be subject to the conditions and limitations applicable to the appropriation for agricultural purposes under the Smith-Hughes Vocational Education Act, with the exception of that part of section 10 thereof which requires directed or supervised practice for at least six months per year; (2) such moneys as are provided under authority of this title for trade and industrial subjects, and public and other service occupations, may be expended for part-time classes operated for less than one hundred and forty-four hours per year; (3) the provisions of section 11 of the Smith-Hughes Vocational Education Act, requiring at least one-third of the sum appropriated to any State to be expended for part-time schools or classes shall be held to include any part-time day-school classes for workers sixteen years of age and over, and evening-school classes for workers sixteen years of age and over; (4) the appropriations made by this title for distributive occupational subjects shall be limited to part-time and evening schools as provided in the Smith-Hughes Vocational Education Act, for trade, home economics, and industrial subjects and is qualified by the provisions of this section; (5) preemployment schools and classes organized for persons over eighteen years of age or who have left the full-time school may be operated for less than nine months per year and less than thirty hours per week and without the requirement that a minimum of 50 per centum of the time must be given to shop work on a useful or productive basis, and (6) the appropriations available under section 9 of this title shall be available for expenses of attendance at meetings of educational associations and other organizations and for expenses of conferees called to meet in the District of Columbia or elsewhere, which, in the opinion of the Commissioner, are necessary for the efficient discharge of the provisions of this title.

[RESTRICTIONS AND CONDITIONS

[SEC. 8. (a) No part of the appropriations made under authority of this title shall be expended in industrial-plant training programs, except such industrial-plant training be bona fide vocational training, and not a device to utilize the services of vocational trainees for private profit.

[(b) After June 30, 1951, not more than 10 per centum of the amount appropriated for each of the purposes specified in section 3(a) shall be used for the purchase or acquisition of equipment.

[APPROPRIATIONS FOR OFFICE OF EDUCATION

[SEC. 9. For the purposes of carrying out the provisions of this title there is hereby authorized to be appropriated to the Office of Education, Department of Health, Education, and Welfare, for vocational education, for the fiscal year beginning July 1, 1937, and annually thereafter the sum of $350,000, to be expended for the same purposes and in the same manner as provided in section 7 of the Smith-Hughes Vocational Education Act, as amended October 6, 1917.

[TITLE II—VOCATIONAL EDUCATION IN PRACTICAL NURSE TRAINING

[AUTHORIZATION OF APPROPRIATION

[SEC. 201. There is hereby authorized to be appropriated for the fiscal year ended June 30, 1957, and for each succeeding fiscal year, a sum not to exceed $5,000,000, for grants to States with State plans for practical nurse training pursuant to section 203.

[GRANTS TO STATES FOR PRACTICAL NURSE TRAINING

[SEC. 202. (a) From the sums appropriated for any fiscal year pursuant to section 201, each State shall be entitled to an allotment of an amount bearing the same ratio to such sums as the total of the amounts apportioned under title I and the Act of March 18, 1950 (20 U.S.C. 31–33), and the Act of August 1, 1956 (20 U.S.C. 34) to such State for such year bears to the total of the amounts so apportioned to all the States for such year. The allotment to any State under the preceding sentence for a fiscal year which is less than $10,000 (or, in the case of the Virgin Islands or Guam which is less than $5,000) shall be increased to that amount, the total of the increases thereby required being derived by proportionately reducing the allotments to each of the remaining States under the preceding sentence, but with such adjustments as may be necessary to prevent the allotment of any such remaining States from being thereby reduced to less than that amount.

[(b) The amount of any allotment to a State under subsection (a) for any fiscal year which the State certifies to the Commissioner will not be required for carrying out the State plan (if any) approved under this title, shall be available for reallotment from time to time, on such dates as the Commissioner may fix, to other States in proportion to the original allotments to such States under subsection (a) for such year. Any amount so reallotted to a State shall be deemed part of its allotment under subsection (a).

[(c) From each State's allotment under this section for any fiscal year, the Commissioner shall pay to such State a portion of the cost of carrying out the State plan approved under this title. To the extent permitted by the State's allotment under subsection (a) for any fiscal year, the portion of the cost of carrying out the State plan paid under this section shall be 75 per centum of such cost in the case of the fiscal year ending June 30, 1957, and the fiscal year ending June 30, 1958, and 50 per centum of such cost in the case of each succeeding fiscal year.

[STATE PLANS

[SEC. 203. (a) To be approvable under this title, a State plan for practical nurse training shall—

[(1) designate the State board as the sole agency for the administration of the plan or for the supervision of administration of the plan by local educational agencies;

[(2) provide that the individual supervising the functions of the State board under the plan shall be a registered professional nurse or shall have the consultative services of a registered professional nurse available to him;

[(3) show the plans, policies, and methods to be followed in providing practical nurse training under the State plan, and in administering and supervising the administration of the plan, and provide such accounting, budgeting, and other fiscal methods and procedures as are necessary for the proper and efficient administration of the plan;

[(4) contain minimum qualifications for teachers, teacher-trainers, supervisors, and directors; and

[(5) provide that the State board will make such reports, in such form and containing such information, as the Commissioner may from time to time reasonably require to carry out his functions under this title, and comply with such provisions as he may from time to time find necessary to assure the correctness and verification of such reports.

[(b) The Commissioner shall approve any plan which he finds fulfills the conditions specified in subsection (a) of this section.

[(c) Whenever the Commissioner, after reasonable notice and opportunity for hearing to the State agency administering or supervising the administration of the State plan approved under this section, finds that—

[(1) the State plan has been so changed that it no longer complies with a requirement of subsection (a) of this section; or

[(2) in the administration of the plan there is a failure to comply substantially with such a requirement; the Commissioner shall notify such State agency that no further payments will be made to the State from its allotments under section 202 (or, in his discretion, that further payments will not be made to the State for parts of the State plan affected by such failure), until he is satisfied that there will no longer be any such failure. Until he is so satisfied the Commissioner shall make no further payments to such State from its allotments under section 202 (or shall limit payments to parts of the State plan in which there is no such failure).

[(d) (1) If any State is dissatisfied with the Commissioner's action under subsection (c) of this section, such State may appeal to the United States court of appeals for the circuit in which the State is located. The summons and notice of appeal may be served at any place in the United States.

[(2) The findings of fact by the Commissioner, unless substantially contrary to the weight of the evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action. Such new or modified findings of fact shall likewise be conclusive unless substantially contrary to the weight of the evidence.

[(3) The court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in title 28, United States Code, section 1254.

[METHOD OF MAKING AND COMPUTING PAYMENTS

[SEC. 204. The method of computing and paying amounts pursuant to section 202 shall be as follows: The Commissioner shall, prior to the beginning of each calendar quarter or other period prescribed by him, estimate the amount to be paid to each State under the provisions of such section for such period; and shall pay to the State, from the allotment available therefor, the amount so estimated by him for such period, reduced or increased, as the case may be, by any sum (not previously adjusted under this section) by which he finds that his estimate of the amount to be paid the State for any prior period under such section was greater or less than the amount which should have been paid to the State for such prior period under such section. Such payments shall be made in such installments as the Commissioner may determine.

[ADMINISTRATION

[SEC. 205. (a) In carrying out his duties under this title, the Commissioner shall—

[(1) make studies, investigations, and reports with respect to matters relating to practical training;

[(2) cooperate with and render technical assistance to States in matters relating to practical nurse training; and

[(3) disseminate information as to the studies, investigations, and reports referred to in paragraph (1) and other matters relating to practical nurse training.

[(b) The Commissioner is authorized to make rules and regulations governing the administration of this title and to delegate to any officer or employee of the Office of Education such of his power and duties, except the making of rules and regulations, as he finds necessary.

[ADVISORY COMMITTEES

[SEC. 206. (a) The Commissioner is authorized to appoint an advisory committee or committees to advise him on matters of general policy in connection with the administration of this title.

[(b) Members of any such committee who are not otherwise in the employ of the United States, while attending meetings or conferences of their committee or otherwise serving at the request of the Commissioner, shall be entitled to receive compensation at a rate to be fixed by the Secretary of Health, Education, and Welfare, but not exceeding $50 per diem, including travel time, and while away from their homes or regular places of business they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law (5 U.S.C. 73b-2) for persons in the Government service employed intermittently.

[EFFECT ON OTHER LAWS

[Sec. 207. Nothing in this title shall in any way affect the availability for practical nurse training of amounts paid the States under the Act of February 23, 1917 (39 Stat. 929) as amended and extended, or title I of this Act, as amended and extended.

[REPORTS

[Sec. 208. The Commissioner shall include in his annual report a full report of the administration of this title.

[AUTHORIZATION OF APPROPRIATIONS FOR ADMINISTRATION

[Sec. 209. There are hereby authorized to be included for each fiscal year in the appropriations for the Department of Health, Education, and Welfare such sums as are necessary to administer the provisions of this title.

[DEFINITIONS

[Sec. 210. For purposes of the title—

[(a) The term "Commissioner" means the Commissioner of Education.

[(b) The term "practical nurse training" means training of less than college grade which is given in schools or classes (including field or laboratory work incidental thereto) under public supervision and control and is conducted as part of a program designed to fit individuals, engaged in or preparing to engage in employment as practical nurses, for such employment. The term includes also training of a similar nature, which is of less than college grade and is given and conducted as provided above, designed to fit individuals engaged or preparing to engage in other health occupations in hospitals or other health agencies, for such occupations. In addition, the term includes vocational guidance in connection with any such program and the in-service training of teachers, teacher-trainers, supervisors, and directors for any such program, but does not include courses which have only incidental relationship to the specialized training needed by an individual for useful employment as a practical nurse or in such other health occupations.

[(c) The term "practical nurse" means a person who is trained to care for subacute, convalescent, and chronic patients under the direction of a licensed physician or under the supervision of a registered nurse, or to assist a registered nurse in the care of acute illness.

[(d) The term "local educational agency" means a board of education or other legally constituted local school authority having administrative control and direction of public secondary schools in a county, township, independent, or other school district, or having such control and direction over vocational education in such schools.

[(e) The term "State" includes the Virgin Islands, Guam, Puerto Rico, and the District of Columbia.

[(f) The term "State board" means the State board of vocational education, or the State board primarily responsible for the supervision of public elementary and secondary schools, as designated in the State plan.

[(g) The cost of administration of a State plan for practical nurse training may not include any portion of the cost of the purchase, preservation, erection, or repair of any building or buildings or the purchase or rental of any land.

[TITLE III—AREA VOCATIONAL EDUCATION PROGRAMS

[AUTHORIZATION OF APPROPRIATIONS

[SEC. 301. There is authorized to be appropriated for the fiscal year ending June 30, 1959, and for each succeeding fiscal year the sum of $15,000,000 for area vocational education programs, to be apportioned for expenditure in the States as provided in section 302.

[ALLOTMENTS TO STATES

[SEC. 302. (a) From the sums appropriated for any fiscal year pursuant to section 301, each State shall be entitled to an allotment of an amount bearing the same ratio to such sums as the total of the amounts apportioned under title I of this Act, the Act of March 18, 1950 (20 U.S.C. 31–33), and section 9 of the Act of August 1, 1956 (20 U.S.C. 34), to such State for such year bears to the total of the amounts so apportioned to all the States for such year.

[(b) The amount of any allotment to a State under subsection (a) for any fiscal year which the State certifies to the Commissioner will not be required for carrying out area vocational education programs (under the part of the State plan meeting the requirements of section 305) shall be available for reallotment from time to time, on such dates as the Commissioner may fix, to other States in proportion to the original allotments to such States under subsection (a) for such year. Any amount so reallotted to a State shall be deemed part of its allotment under subsection (a).

[PAYMENTS TO STATES

[SEC. 303. (a) Any amount paid to a State from its allotment under section 302 for any fiscal year shall be paid on condition:

[(1) that there shall be spent for such year an equal amount in State or local funds, or both, for area vocational education programs operated under the provisions of this title;

[(2) that funds appropriated under this title will not be used to reduce the amount of State or local funds, or both, being spent for vocational education programs operated under provisions of the Smith-Hughes Vocational Education Act and titles I and II of this Act and reported to the Commissioner, but such State or local funds, or both, in excess of the amount necessary for dollar for dollar matching of funds allotted to a State under provisions of the Smith-Hughes Vocational Education Act and titles I and II of this Act may be used to match funds appropriated under this title;

[(3) that funds appropriated under section 301 of this title shall be used exclusively for the training of individuals designed to fit them for useful employment as highly skilled technicians in recognized occupations requiring scientific knowledge, as determined by the State board for such State, in fields necessary for the national defense.

[(b) The Commissioner shall, prior to the beginning of each calendar quarter or other period prescribed by him, estimate the amount to be paid to each State for area vocational education programs under this title for such period; and shall pay to the State, from the allotment available therefor, the amount so estimated by him for such period, reduced or increased, as the case may be, by any sum (not previously adjusted under this subsection) by which he finds that his estimate of the amount to be paid to the State for any prior period for such purpose under this title was greater or less than the amount which should have been paid to the State for such prior period under this title for such purpose. Such payments shall be made in such installments as the Commissioner may determine.

[USE OF FUNDS

[SEC. 304. (a) Funds paid to a State under this title for area vocational education programs may be used, in carrying out such programs (under the part of the State plan meeting the requirements of section 305), for—

[(1) maintenance of adequate programs of administration, supervision, and teacher-training;

[(2) salaries and necessary travel expenses of State or local school personnel, including teachers, coordinators, supervisors, vocational guidance counselors, teacher-trainers, directors administrators, and others;

[(3) travel expenses of members of advisory committees or State boards;

[(4) purchase, rental, or other acquisition, and maintenance and repair of instructional equipment;

[(5) purchase of instructional supplies and teaching aids;

[(6) necessary costs of transportation of students;

[(7) securing necessary educational information and data as a basis for the proper development of area vocational education programs and programs of vocational guidance;

[(8) training and work-experience training programs for out-of-school youths;

[(9) related instruction for apprentices; and

[(10) determining the need for, and planning and developing area vocational education programs.

[(b) Any equipment and teaching aids purchased with funds appropriated to carry out the provisions of this title shall become the property of the State.

[ADDITIONAL STATE PLAN REQUIREMENTS

[SEC. 305. (a) To be eligible to participate in this title, the State plan must be amended to include a new part which—

[(1) designates the State board as the sole agency for administration of such part of the plan (or for the supervision of the administration thereof by State or local educational agencies);

[(2) provides minimum qualifications for teachers, teacher-trainers, supervisors, directors, and others having responsibilities under the plan;

[(3) shows the plans, policies, and methods to be followed in carrying out such part of the State plan;

[(4) provides such accounting, budgeting, and other fiscal methods and procedures as are necessary for the proper and efficient administration of such part of the State plan; and

[(5) provides that the State board will make such reports to the Commissioner, in such form and containing such information, as are reasonably necessary to enable the Commissioner to perform his functions under this title.

[(b) The Commissioner shall approve a part of any plan for purposes of this title if he finds that it fulfills the conditions specified in subsection (a) of this section.

[(c) Whenever the Commissioner after reasonable notice and opportunity for hearing to the State board finds that—

[(1) the part of the State plan approved under subsection (b) has been so changed that it no longer complies with any provision required by subsection (a) of this section to be included in such part; or

[(2) in the administration of such part of the plan there is a failure to comply substantially with any such provision;

the Commissioner shall notify such State board that no further payments will be made to the State from its allotments under section 302 (or, in his discretion, that further payments will not be made to the State for projects under or for portions of such part of the State plan affected by such failure) until he is satisfied that there is no longer any such failure. Until he is so satisfied the Commissioner shall make no further payments to such State from its allotments under section 302 (or shall limit payments to projects under or portions of such part of the State plan in which there is no such failure).

[(d)(1) If any State is dissatisfied with the Commissioner's action under subsection (c) of this section, such State may appeal to the United States court of appeals for the circuit in which such State is located. The summons and notice of appeal may be served at any place in the United States. The Commissioner shall forthwith certify and file in the court the transcript of the proceedings and the record on which he based his action.

[(2) The findings of fact by the Commissioner, unless substantially contrary to the weight of the evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall certify to the court the transcript and record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive unless substantially contrary to the weight of the evidence.

[(3) The court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in title 28, United States Code, section 1254.

[APPROPRIATIONS FOR ADMINISTRATION

[SEC. 306. There are hereby authorized to be included for each fiscal year in the appropriations for the Department of Health, Education, and Welfare such sums as are necessary to administer the provisions of this title.

[DEFINITIONS

[SEC. 307. For the purposes of this title—

[(a) The term "State" includes the Virgin Islands, Puerto Rico, the District of Columbia, and Guam.

[(b) The term "Commissioner" means the Commissioner of Education.

[(c) The terms "State plan" and "State board" shall have the meaning which said terms have in the Act approved February 23, 1917 (39 Stat. 929, ch. 114).

[(d) The term "area vocational education program" means a program consisting of one or more less-than-college-grade courses conducted under public supervision and control and on an organized systematic class basis, which is designed to fit individuals for useful employment as technicians or skilled workers in recognized occupations requiring scientific or technical knowledge, and which is made available to residents of the State or an area thereof designated and approved by the State board, who either have completed junior high school or, regardless of their school credits, are at least sixteen years of age and can reasonably be expected to profit by the instruction offered.]

ACT OF MARCH 3, 1931 (PUBLIC LAW 791, 71ST CONGRESS)

[AN ACT To extend the provisions of certain laws relating to vocational education and civilian rehabilitation to Porto Rico

[*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That Porto Rico shall be entitled to share in the benefits of the Act entitled "An Act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure," approved February 23, 1917, and any Act amendatory thereof or supplementary thereto, upon the same terms and conditions as any of the several States. There is authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, for the fiscal year ending

June 30, 1932, and annually thereafter, the sum of $105,000, to be available for allotment under such Act to the island of Porto Rico: *Provided*, That of the sum authorized to be appropriated for the purposes of this Act, the sum of $30,000, if expended, shall be expended for the salaries of teachers of agricultural subjects; the sum of $30,000 if expended, shall be expended for the salaries of teachers of home-economics subjects; the sum of $30,000, if expended, shall be expended for the salaries of teachers of trade and industrial subjects; and the sum of $15,000, if expended, shall be expended for the maintenance of teacher training, including supervision.]

ACT OF MARCH 18, 1950, (PUBLIC LAW 462, 81st CONGRESS)

[AN ACT To extend the benefits of the Vocational Education Act of 1946 to the Virgin Islands

[*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That the Virgin Islands shall be entitled to share in the benefits of the Vocational Education Act of 1946, approved August 1, 1946, and any Act amendatory thereof or supplementary thereto, upon the same terms and conditions as any of the several States. There is hereby authorized to be appropriated, out of any moneys in the Treasury not otherwise appropriated, for the fiscal year ending June 30, 1950, and annually thereafter, the sum of $40,000, to be available for allotment to the Virgin Islands under such Act and the modifications hereinafter provided.

[SEC. 2. Sums appropriated under authority of section 1 of this Act shall be allocated for vocational education in (1) agriculture, (2) home economics, (3) trades and industries, and (4) distributive occupations, in the proportions specified by the Vocational Education Act of 1946, except insofar as the Commissioner of Education, with the approval of the Federal Security Administrator, deems it necessary to modify said proportion to meet special conditions existing in the Virgin Islands.

[SEC. 3. The provisions of sections 3, 5, 6, 7, and 8 of the Vocational Education Act of 1945, relating to the use and payment of sums under said Act, shall apply to sums appropriated under this Act with such modifications as the Commissioner of Education, with the approval of the Federal Security Administration, shall deem necessary to meet the special conditions existing in the Virgin Islands.]

SECTION 9 OF THE ACT OF AUGUST 1, 1956 (PUBLIC LAW 896, 89th CONGRESS

[AN ACT To implement section 25(b) of the Organic Act of Guam by carrying out the recommendations of the commission on the Application of Federal Laws to Guam, and for other purposes.

* * * * * * *

[SEC. 9. (a) Guam shall be entitled to share in the benefits of the Vocational Educational Act of 1946 (60 Stat. 775), and any Act amendatory thereof or supplementary thereto, upon the same terms and conditions as any of the several States. There is hereby authorized to be appropriated, for the fiscal year ending June 30, 1955, and annually thereafter, the sum of $80,000, to be available for allotment to Guam under such Act and the modifications hereinafter provided.

[(b) Sums appropriated under the authority of subsection (a) of this section shall be allocated for vocational education in (1) agriculture, (2) home economics, (3) trades and industries, and (4) distributive occupations, in the proportion which the amount authorized to be appropriated under paragraphs (1), (2), (3), and (4), respectively, of section 3 of the Vocational Education Act of 1946, bears to the sum of such amounts except insofar as the Commissioner of Education, with the approval of the Secretary of Health, Education, and Welfare, deems it necessary to modify said proportions to meet special conditions existing in Guam.

[(c) The provisions of section 3 (60 Stat. 775; 20 U.S.C., sec. 15j), section 7 (60 Stat. 775, 777; 20 U.S.C., sec. 15o), and section 8(b) (60 Stat. 775, 777; 20 U.S.C., sec. 15p(b)), of the Vocational Education Act of 1946, shall apply to sums appropriated under this section with such modifications as the Commissioner of Education, with the approval of the Secretary of Health, Education, and Welfare, shall deem necessary to meet special conditions existing in Guam.

[(d) In addition to the sums authorized to be appropriated under section 9 of the Vocational Education Act of 1946 (60 Stat. 775, 777; 20 U.S.C., sec. 15q), there are hereby authorized to be appropriated such additional sums as may be necessary to carry out the provisions of this section, such sums to be expended for the same purposes and in the same manner as provided in section 7 of the Act of February 23, 1917 (39 Stat., 929, 933), as amended (20 U.S.C., sec. 15).]

SECTION 2 OF THE ACT OF SEPTEMBER 25, 1962 (PUBLIC LAW 87-688)

AN ACT To extend the application of certain laws to American Samoa

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

* * * * * * *

[VOCATIONAL EDUCATION

[Sec. 2. (a) American Samoa shall be entitled to share in the benefits of the Vocational Education Act of 1946 (20 U.S.C. 15i et seq.), and any Act amendatory thereof or supplementary thereto, upon the same terms and conditions as any of the several States. There is hereby authorized to be appropriated, for the fiscal year ending June 30, 1962, and annually thereafter, the sum of $80,000, to be available for allotment to American Samoa under such Act and the modifications hereinafter provided.

[(b) Sums appropriated under the authority of subsection (a) of this section shall be allocated for vocational education in (1) agriculture, (2) home economics, (3) trades and industires, and (4) distributive occupations, in the proportion which the amount authorized to be appropriated under paragraphs (1), (2), (3), and (4), respectively, of section 3 of the Vocational Education Act of 1946, bears to the sum of such amounts except insofar as the Commissioner of Education, with the approval of Secretary of Health, Education, and Welfare, deems it necessary to modify said proportions to meet special conditions existing in American Samoa.

[(c) The provisions of section 3, section 7, and section 8(b) of the Vocational Education Act of 1946, shall apply to sums appropriated under this section with such modifications as the Commissioner of Education, with the approval of the Secretary of Health, Education, and Welfare, shall deem necessary to meet special conditions existing in American Samoa.

[(d) In addition to the sums authorized to be appropriated under section 9 of the Vocational Education Act of 1946, there are hereby authorized to be appropriated such additional sums as may be necessary to carry out the provisions of this section, such sums to be expended for the same purposes and in the same manner as provided in section 7 of the Act of February 23, 1917 (20 U.S.C. 15).]

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